

MHEC
MARYLAND HIGHER EDUCATION COMMISSION

OFFICE OF GRANTS

FY 2004 REPORT

December 2004

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FY 2003 REPORT**

TABLE OF CONTENTS

i.	Office of Grants.....	1
I.	Improving Teacher Quality (ITQ) State Grants: Teacher and Principal Training and Recruiting Fund Partnership Grant Program (Federal Title IIA)	
	A. Program Description.....	3
	B. Summary of FY 2004 Awards.....	5
	C. Synopses of FY 2004 Awards.....	6
II.	College Preparation Intervention Program (CPIP) and Maryland GEAR UP	
	A. Program Description.....	15
	FY 2004 GEAR UP/CPIP Partnerships.....	19
	Funding.....	20
	GEAR UP Scholarships.....	21
	B. Summary of FY 2004 CPIP Awards	22
	C. Synopses of FY 2004 CPIP Awards.....	23
	D. Maryland GEAR UP Sites.....	35
III.	Health Personnel Shortage Incentive Grant Program	
	A. Program Description.....	40
	B. Summary of FY 2004 Awards.....	42
IV.	Diversity Grant Program	
	A. Program Description.....	43
	B. Summary of FY 2004 Awards.....	44
V.	Doctoral Scholars Program.....	45
VI.	Henry C. Welcome Fellowship Grant	
	A. Program Description.....	47
	B. Profiles of FY 2004 Award Winners.....	48
	C. Sixteen-Year Roster of Welcome Fellows, FY 1988-FY 2004.....	57
VII.	The Washington Center for Internships and Academic Seminars.....	60
	Appendix: Summary of Grant Awards.....	61

MARYLAND HIGHER EDUCATION COMMISSION OFFICE OF GRANTS

The Commission administers a number of educational grant programs funded by State general funds, special funds, and federal funds. In FY 2004, the Commission's Office of Grants awarded a total of \$3,515,815 through the following programs that it administers:

- the College Preparation Intervention Program and the Maryland GEAR UP program scholarship,
- the federal Improving Teacher Quality program (from Title IIA, subpart 3 of the *No Child Left Behind* legislation),
- the Health Personnel Shortage Incentive Grant Program,
- the Diversity Grant Program,
- the Henry C. Welcome Fellowship Program,
- the Washington Center for Internships and Academic Seminars Grant,
- and the Doctoral Scholars Program.

The Office of Grants also administers, as funds are available, the Incentive and Retention Grant Programs and, beginning in FY 2005, the student assistantship grants for the IMPART (Institute for Museum, Preservation, and Archaeology Research and Training) Program. The Eisenhower Professional Development Program, the predecessor Title IIA program, was managed through the Office of Grants as well, and some time continues to be spent by staff members wrapping up the final reporting and closeout requirements for the seventeen-year program.

Working within the general rubrics set forth in law and by the State plan, the Office of Grants develops program guidelines and issues requests for proposals for grant projects to implement the plan for postsecondary education in Maryland by engaging the higher education community in partnerships with federal, state, and other Maryland governmental agencies and with businesses, nonprofit educational organizations, and other relevant community organizations. The programs are designed to address the State's economic and workforce development needs, campus reform initiatives, student preparation for postsecondary education, faculty and student diversity goals, and teacher professional development objectives. Programs are designed to join the Maryland higher education community in partnerships with federal, State, and other Maryland governmental bodies and with K-12 schools, businesses, and nonprofit educational organizations.

The programs provide grants to postsecondary institutions and eligible nonprofit organizations to

- (1) enable colleges to create or expand content-rich, yearlong teacher professional development activities;
- (2) support higher-education based development of enrichment, remediation, and outreach activities to help prepare disadvantaged students for postsecondary education;
- (3) enhance programs for workforce development;
- (4) support campus initiatives to improve instruction or other reforms; and

(5) address faculty and student diversity goals in Maryland higher education.

In addition, the Office of Grants works with the Office of Student Financial Assistance and with other State agencies on outreach projects for financial aid and college access and preparation.

The Office of Grants provides oversight to ensure grantees are accountable for funds and program goals. Office staff members conduct site visits and provide as-needed assistance to grantees, as well as requiring and analyzing interim and final reports. In FY 2004, the Office again held statewide technical assistance meetings for competitive grant programs and project directors meetings, practices instituted in FY 2003. The Office continued to rely on its Web site to provide grant information, requests for proposals, and proposal and report forms that can be downloaded. Paper forms are available and are distributed to a limited number of recipients, but e-mail notification of grant opportunities and e-mail and Internet dissemination of pertinent information and documents related to ongoing grants continues to expand, which has helped the Office cut mailing costs.

I. Improving Teacher Quality State Grants: Teacher and Principal Training and Recruiting Fund Partnership Grant Program

Authorized by the No Child Left Behind Act of 2001 reauthorization of the Elementary and Secondary Education Act of 1965, Title II, Part A (Improving Teacher Quality), Subpart 3 (Teacher and Principal Training and Recruiting Fund) (Public Law 107-110).

A. Program Description

FY 2004 Grant Awards: \$1,028,014*

(* \$38,234.89 was also awarded to be paid from the next federal cycle)

Administrative award to MHEC: \$53,888

The *No Child Left Behind Act of 2001* (NCLB) reauthorized the *Elementary and Secondary Education Act of 1965*. NCLB combined the Eisenhower Professional Development and Class Size Reduction programs into the Improving Teacher Quality State Grants program, which focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. Most (95%) of the professional development funding provided under Title IIA is distributed to the local education agencies (LEAs)—school districts—in the form of block grants to ensure that all children are successful. Some (2.5%) of the Title IIA funds are reserved for state agencies of higher education, such as the Maryland Higher Education Commission (MHEC), to make competitive grants to institutions of higher education for preK-12 teacher professional development. (The last 2.5% is reserved for statewide activities conducted by the state agency for preK-12 education.) This higher education based professional development is provided through eligible partnerships consisting of, at least, one public or private institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need LEA, as Title IIA, subpart 3 defines “high need.”

ITQ grants are funding innovative projects that offer in-depth and sustained instructional activities (90+ hours of contact) designed to have a lasting impact on teachers’ classroom performance. The goals of the awards are to improve teacher quality, increase the number of highly qualified teachers and principals in Maryland, and increase the academic achievement of Maryland students. Programs are closely aligned with current national and Maryland reform efforts, include strong academic and pedagogical elements, and reflect close collaboration between one or more school systems and the grantee. These grants support professional development in all core academic subjects. Additionally, two of the grants focus on school leadership. Several projects work with professional development schools (PDS), which are school-university partnerships that provide training to undergraduates preparing to be teachers by having them work alongside in-service teachers who mentor them, that offer professional development on-site to in-service teachers, and that provide opportunities for higher education faculty to understand better the needs teacher education is to address. Many scholars argue that PDS provide the most effective professional development environment, and the use of PDS is a criterion of the *Maryland Redesign of Teacher Education*.

In FY 2004, nine (9) ITQ grants totaling over \$1 million were awarded to Maryland public and private colleges, universities, and higher education consortia to provide professional development to Maryland teachers and principals. The average award is \$110,472. In an effort to provide more areas of the state with the opportunity to participate, applicants were encouraged to form cross-regional partnerships. Cross-regional applicants were eligible for larger grants if they worked with another higher education institution and included LEAs not previously awarded ITQ grants (and not necessarily “high need” by the legal definition) but that had high-need schools. (An LEA might be “high need” by the legal definition but not have any low-performing schools; likewise, an LEA might not be “high need” but be high poverty and have low-performing schools.) Four grants were awarded to cross-regional partnerships.

Over 860 teachers and principals and their thousands of students benefit from the ITQ program this year.

LEAs Served FY 2004	
Maryland High-Need LEA (4)	100% served
Total Maryland LEA (24)	17 of 24 served (71%)

B. Summary of FY 2004 Awards

Lead Institution	Cross-Regional IHE Partners	LEAs Served	Title	Amount
College of Notre Dame of Maryland	Towson University	Baltimore, Calvert, Charles, Harford, and St. Mary's counties	Teacher Development Academies/Small Learning Communities (SLCs)	\$150,000
Coppin State University	Frostburg State University, Salisbury University, Baltimore City Community College	Baltimore City and Allegany, Dorchester, Wicomico, and Worcester counties	Improving Teacher Quality across Maryland	\$200,000
Coppin State University	N/A	Baltimore City	Coppin/Baltimore City Middle School Project	\$79,984.80
Goucher College	N/A	Anne Arundel, Baltimore, Calvert, and Kent counties	Middle School Highly Qualified Teachers and Leaders	\$80,000
Morgan State University	N/A	Baltimore City	Improving Mathematics, Science and Leadership Competencies at MSU's PDS	\$79,963
Salisbury University	Coppin State University, Frostburg State University	Baltimore City and Allegany, Somerset, Worcester, and Wicomico counties	Increasing the Capacity of Building Principals as Instructional Leaders	\$156,301.09
University of Maryland, Baltimore County	N/A	Anne Arundel, Baltimore, Cecil, Charles, Harford, Howard, and Prince George's counties	2004-2005 Teacher Quality in Biology Program at UMBC	\$80,000
University of Maryland Eastern Shore	N/A	Somerset County	P*STEP: Preparing Somerset Teachers and Educational Paraprofessionals	\$70,000
Villa Julie College	Hood College	Baltimore, Carroll, Frederick, and Harford counties	Creating an IHE/PDS Collaborative to Increase Pre-Service and In-Service Teachers' Knowledge and Student Learning in Reading and Math	\$170,000
			Total awarded	\$1,066,248.89

*Total awarded includes \$38,234.89 to be awarded from federal FY05 funds.

C. Synopses of FY 2004 Awards

College of Notre Dame of Maryland

Project Title: Teacher Development Academies/Small Learning Communities (SLCs)

Project Director: Diane Davis, Department of Education
ddavis@cnd.edu

Award: \$150,000

Other IHEs: Towson University

LEAs: Baltimore, Calvert, Charles, Harford, and St. Mary's counties

Synopsis:

This award funds two related projects. In the first, the College of Notre Dame of Maryland (CND) works with Baltimore County public schools to improve student achievement in mathematics; in the second, CND and Towson University partner with the public school systems of Harford County and three Southern Maryland counties to provide activities for pre-service and in-service teachers to improve student achievement in a variety of targeted areas. Both projects provide services to enhance professional development schools. The grant activities prepare more teachers to meet new NCLB requirements so they can be rated "highly qualified" and be better able to help their students achieve at higher levels. Services include teacher mentoring and specially developed workshops and courses.

Coppin State University

Project Title: Improving Teacher Quality across Maryland

Project Director: Dan Joseph, Department of Education
djoseph@coppin.edu

Award: \$200,000

Other IHEs: Frostburg State University, Salisbury University, Baltimore City Community College

LEAs: Baltimore City and Allegany, Dorchester, Wicomico, and Worcester counties

Synopsis:

This project addresses student academic achievement by enhancing classroom teachers' mathematics and science content knowledge and pedagogical skills. Because the project spans the State of Maryland and participating school systems differ in their needs, the project offers three options: (1) PRAXIS I workshops offered to conditionally certified and uncertified teachers employed by the Baltimore City Public Schools and other systems; (2) PRAXIS II workshops offered to public school teachers lacking certifications or endorsements in mathematics and science; and (3) graduate courses in math and science offered to those who need additional study. Technology plays a major role in the delivery of the instruction and in the activities within workshops and courses, but critical face-to-face mentoring is also used. To ensure that teachers have appropriate depth of knowledge and skills in these content areas, the partners use a cognitive psychology approach that is consistent with the position of the mathematics community. All teachers involved will know how children learn and process quantitative information in order to provide instructional activities that impact achievement.

Coppin State University

Project Title: Coppin/Baltimore City Middle School Project

Project Director: Leontye Lewis, Department of Education
llewis@coppin.edu

Award: \$79,984.80

LEAs: Baltimore City

Synopsis:

The goals of this project are to (1) increase reading achievement of students and narrow reading test scores between disadvantaged and advantaged students, (2) improve teacher quality, and (3) strengthen reading skills in targeted subject areas. School leaders, practicing teachers, and prospective teachers advance student achievement by improving the environment for learning and instruction, generally by the infusion of research-based reading instruction. The importance of reading is well documented as a precursor for acquiring the content knowledge needed to participate fully in a democratic society. This program helps teachers to be skillful consumers of reading research so they can use evidenced-based reading instruction more effectively. The project also helps individuals who are involved in the education of urban learners face the challenge of providing culturally relevant content and pedagogy that are required when teaching to the wide range of individual differences in the urban community.

Goucher College

Project Title: Middle School Highly Qualified Teachers and Leaders

Project Director: Phyllis Sunshine, Department of Education
sunshine@goucher.edu

Award: \$80,000

LEAs: Anne Arundel, Baltimore, Calvert and Kent counties

Synopsis:

This partnership uses online and face-to-face instruction to improve the content knowledge and teaching strategies of certified middle school and special education teachers. It also works to increase the leadership knowledge of aspiring leaders, including special education chairs, so they can better assist teachers in improving student achievement in the academic areas of English, mathematics, social studies, and science. Instruction is in the core academic areas and, where necessary, includes individual coaching. Aspiring leaders gain knowledge of the use of data and assessment to inform and instruct classroom practice. Both groups will be able to advance the understanding of effective instructional strategies that have a research basis.

Morgan State University

Project Title: Improving Mathematics, Science and Leadership Competencies at Morgan State University's Professional Development (PDS) Partnership Schools

Project Director: Samuel Billups, Winona Taylor
Department of Education and
Anasuya Swamy, Center for Excellence in Mathematics and Science Education
billups@morgan.edu, swamy@morgan.edu,
taylor@morgan.edu

Award: \$79,963

LEAs: Baltimore City

Synopsis:

This program provides special training for mathematics and science teachers at twelve professional development schools (PDS) to increase their knowledge of content and pedagogy and to increase the number of highly qualified mathematics and science teachers, as defined by NCLB. The program also provides leadership training for administrators at PDS. It is designed to help increase the academic performance of students at PDS schools by providing a rich array of professional development opportunities for their teachers and administrators. The project will help teachers and administrators use research data, assessment data, and performance standards to improve the learning environment of their classrooms and schools. Teachers at PDS schools who are not certified will have an opportunity to receive assistance with PRAXIS I, PRAXIS II, and other areas of need to achieve full certification. Teachers and paraprofessionals will be engaged in activities that increase their effectiveness in teaching science and mathematics and in integrating technology successfully into the classroom.

Salisbury University

Project Title: Increasing the Capacity of Building Principals as Instructional Leaders

Project Director: Theodore Gilkey, Department of Education
tgilkey@salisbury.edu

Award: \$156,301.09

Other IHEs: Coppin State University, Frostburg State University

LEAs: Allegany, Somerset, Worcester, and Wicomico counties and Baltimore City

Synopsis:

This project addresses the academic achievement of students by increasing the capacity of building administrators to serve as instructional leaders in mathematics and language arts/reading. Project activities include three two-day workshops (one per semester) for teams of educators from the school districts and universities participating. Each team includes: 1 high school administrator, 1 middle school administrator, 1 elementary school administrator, 1 mathematics specialist, 1 language arts/reading specialist, 1 special educator, and 1 representative from higher education. Participants are selected in consultation with the school districts from volunteers, with preference given to representatives from PDS and/or low-performing schools. After participants have been selected, a needs assessment will be administered to determine their skills and competencies in the use and analysis of data, supervision skills in mathematics and language arts/reading, and their ability to use this information to collaboratively develop an improvement plan with staff involvement and support. The results of the needs assessment will be utilized to develop the content for the workshops. Following each workshop the higher education representative will serve as a coach to the team, facilitating discussion relative to the role of the building administrator in the implementation of strategies to increase student achievement in the areas of mathematics and language arts/reading.

University of Maryland, Baltimore County

Project Title: 2004-2005 Teacher Quality in Biology Program at UMBC

Project Directors: Lasse Lindahl, Department of Biological Sciences,
Gail Seiler, Department of Education
lindahl@umbc.edu, seiler@umbc.edu

Award: \$80,000

LEAs: Anne Arundel, Baltimore, Cecil, Charles, Harford, Howard,
and Prince George's counties

Synopsis:

This program prepares Maryland secondary science teachers, especially those teaching in high-need areas, to give top-quality instruction in current biology. This inquiry-based instructional program supports a learning community of Teacher Scholars identified by their science supervisors for a sustained professional development program in molecular and cell biology, genetics, biochemistry, evolutionary theory, and laboratory skill development. Instruction is provided in three steps: (1) four Saturday sessions of preparatory courses with related on-line instruction and discussion; (2) one activity-based, nine-day "Hands-On" Current Biology Summer Workshop at UMBC; and (3) a Report and Application Seminar, in which participants create and share lesson plans of program content. The program features 90-100 contact hours of comprehensive instruction, plus textbooks, custom manuals, and the opportunity to earn four graduate credits in biology. Campus housing was available for up to four participants during the summer workshop. In addition to expanding and fortifying the knowledge base of the TQB Teaching Scholars in the Core Learning Goals for biology, the program benefits their current and future students, as well as peer teachers with whom they share their new expertise. Materials developed for the Report and Application Seminar, as well as action research conducted by TQB Teacher Scholars in their classrooms, will maximize the effectiveness of the instruction.

University of Maryland Eastern Shore

Project Title: P*STEP: Preparing Somerset Teachers and Educational Paraprofessionals

Project Directors: Charles Simpson, Corry Larson, Department of Education
simpson@umes.edu, larson@umes.edu

Award: \$70,000

LEAs: Somerset County

Synopsis:

This project targets paraprofessionals and teachers (professionals) who seek to meet the requirements of the No Child Left Behind Act (NCLB). Individuals participate in a 90-hour sustained professional development curriculum that has as a primary focus the preparation of paraprofessionals and professionals to demonstrate knowledge of mathematics, reading, writing, and instruction in these areas. UMES will offer seminars and tutoring needed to prepare for the PRAXIS I exam. UMES also provides advising and mentoring to monitor progress and follow-up. Other seminars, on topics determined by Somerset County Public Schools, will be offered to those who have already demonstrated competency in one or two areas of the relevant exams.

Villa Julie College

Project Title:	Creating an IHE/PDS Collaborative to Increase Pre-Service and In-Service Teachers' Knowledge and Student Learning in Reading and Math
Project Directors:	Betty Blohm, Steven Maltese, Department of Education blohm@vjc.edu, maltese@vjc.edu Kathleen Bands, Department of Education, Hood College bands@hood.edu
Award:	\$170,000
Other IHEs:	Hood College
LEAs:	Baltimore, Carroll, Frederick, and Harford counties

Synopsis:

Project goals were jointly developed by surveying partners' needs and reviewing School Improvement Plans. The grant serves two projects, each of which has a mathematics and reading focus; the partnership anticipates that the reading strategies pre-service and in-service teachers learn and implement in classrooms will have a positive impact on student learning in all core subjects. Villa Julie College provides the following for its PDS:

- A reading course for in-service teachers;
- Math workshops for pre-service and in-service PDS teachers;
- A mentoring course (offered for graduate credit) to provide in-service teachers with guidance and ongoing support to improve their teaching in reading and math;
- Training to assist pre- and in-service teachers in using technology (including the Maryland Teacher Technology Standards) to improve instruction in reading and math
- Instruction for pre-service and in-service teachers in Teacher Work Sample Methodology in order to use data and assessments to document student learning and inform classroom practice; and
- An action research conference for participants to share how they have implemented new methods/strategies, etc. in their classrooms to improve student learning in reading and math.

The Hood project offers a comprehensive mentoring and induction program, action research-based inquiry groups, and technology training to inform data-driven instructional planning. A common thread in these activities is exploring ways to meet the needs of diverse learners.

- Courses and programs in math and reading offered to the pre- and in-service teachers in the PDS partner schools
- A multi-faceted mentoring program based on research-validated practices for pre- and in-service teachers
- Technology training in how to use data-driven instructional decision making
- Training in action research to assist pre- and in-service teachers in using data and assessment to inform classroom practice
- Inquiry groups to research scientifically based promising practices in the math and content areas

II. COLLEGE PREPARATION INTERVENTION PROGRAM

Authorized by the Education Article, Title 11, Sections 701-705, Annotated Code of Maryland.

A. Program Description FY 2004 State-Funded Awards \$815,959*
(*Includes funds encumbered for the purpose of awarding more grants in this FY)
FY 2004 Federal Scholarship Fund \$600,000

The College Preparation Intervention Program (CPIP) was re-established by the 1999 Maryland General Assembly to improve the academic preparation of economically and environmentally disadvantaged students for college. The State CPIP appropriation and additional grant funding were used as part of the match required for the Maryland State Department of Education's (MSDE) and the Maryland Higher Education Commission's (MHEC) successful proposal to obtain a federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) state grant. MSDE is the lead agency for the grant, while MHEC oversees its higher education components. Federal funds awarded for Maryland GEAR UP for a five-year grant period total \$13,600,731. In the FY 2004 federal budget, Maryland and other grantees received funding for a sixth year of GEAR UP; Maryland's portion was \$2,859,643. Thus, the federal government, MSDE, and MHEC—through CPIP funding of higher education partnerships—support Maryland GEAR UP, which operates at nine sites across the state and annually serves approximately 2,800 children, their families, and the schools they attend in ten counties and Baltimore City. The program uses a cohort approach, and the statewide cohort members are now in eleventh grade. FY 04 CPIP projects are working to address student challenges with college preparatory courses, career and college planning, and college entrance exams (PSAT, SAT, ACT), including challenges posed by the new writing and algebra II sections of the SAT.

Like CPIP, GEAR UP is focused on providing low-income students the information, encouragement, preparation, and resources needed to pursue and succeed in postsecondary education. A second major goal is to contribute to the reform and improvement of schools so all students experience a rigorous curriculum, high-quality instruction, and high expectations. GEAR UP funds programs in which school districts, higher education institutions, and other organizations partner to provide services to GEAR UP students that raise their levels of academic awareness, interest, and accomplishment. Programs include a career awareness component to teach students about careers and about the relationship between education choices and career attainment. To meet Maryland GEAR UP goals, the State funds nine sites in geographically diverse areas of Maryland (see pp. 35-39). To assist with students' access to higher education, a portion of the federal grant is reserved for college scholarships for GEAR UP students. These scholarship funds are put in trust for the statewide GEAR UP cohort (see p. 21), which was established in the first year of GEAR UP.

One criterion of the federal GEAR UP grant is that each site must have a partnership with at least one institution of higher education. To fulfill that federal grant requirement, MHEC uses the **College Preparation Intervention Program** to form and expand partnerships with project schools. Beginning with the first year of GEAR UP program implementation (FY 2000), CPIP has funded, through a competitive grant process, higher education initiatives to support GEAR UP goals. These college partnership initiatives offer numerous academic enrichment and outreach services for students and for their families and schools, including Saturday academies, which provide content-based classes to support curricula; innovative and challenging academic activities, such as aeronautics instruction; financial aid workshops for students and their families; campus visits, including classroom time; and career-awareness services, including performing career-interest surveys and providing career-interest clubs and career-related college experiences.

In FY 2004, twelve (12) CPIP proposals were funded to serve the GEAR UP sites. FY 2004 CPIP grants are supporting activities for the 2004-2005 academic-year and summer 2005 in preparation for students' senior year. The programs are designed to:

- increase the academic achievement of GEAR UP students by providing direct instructional services to students and, in some instances, to their teachers;
- increase GEAR UP students' knowledge of the relationship between and among career goals, high school courses, graduation and postsecondary education choices; and
- increase each student's acceptance of greater academic challenges, wherever the student is on a performance continuum.

CPIP FY04 projects provide a variety of different services to students and their families, including but not limited to:

- Seven intensive SAT preparation summer programs; some programs are offered for a minimum of three weeks, while other institutions offer a four-week or longer session;
- Four Saturday yearlong academic enrichment programs that provide content-based classes to support eleventh-grade curricula, such as Algebra II, chemistry, and English;
- Mentoring and tutoring programs at four higher education institutions, which recruit their college students to meet and interact with some GEAR UP students on a weekly basis; and
- Financial aid presentations at all twelve institutions where parents and students are given information about State scholarship programs and the GEAR UP scholarship.

In addition to providing direct services to students and their families, nearly all of the 12 CPIP projects funded during FY 2004 provide professional development for teachers, counselors, and administrators, helping them to build stronger curricula, to use technology more effectively, and to strengthen the instruction, counseling, and administration available to the GEAR UP students and their families. A Web site, developed with a FY 2000 CPIP grant, provides information to GEAR UP sites and to GEAR UP students and their parents, teachers, and counselors (www.towson.edu/coe/gearup). This Web site includes numerous links to services and information for each target audience and serves as a resource for GEAR UP sites to share best practices and successfully implemented activities.

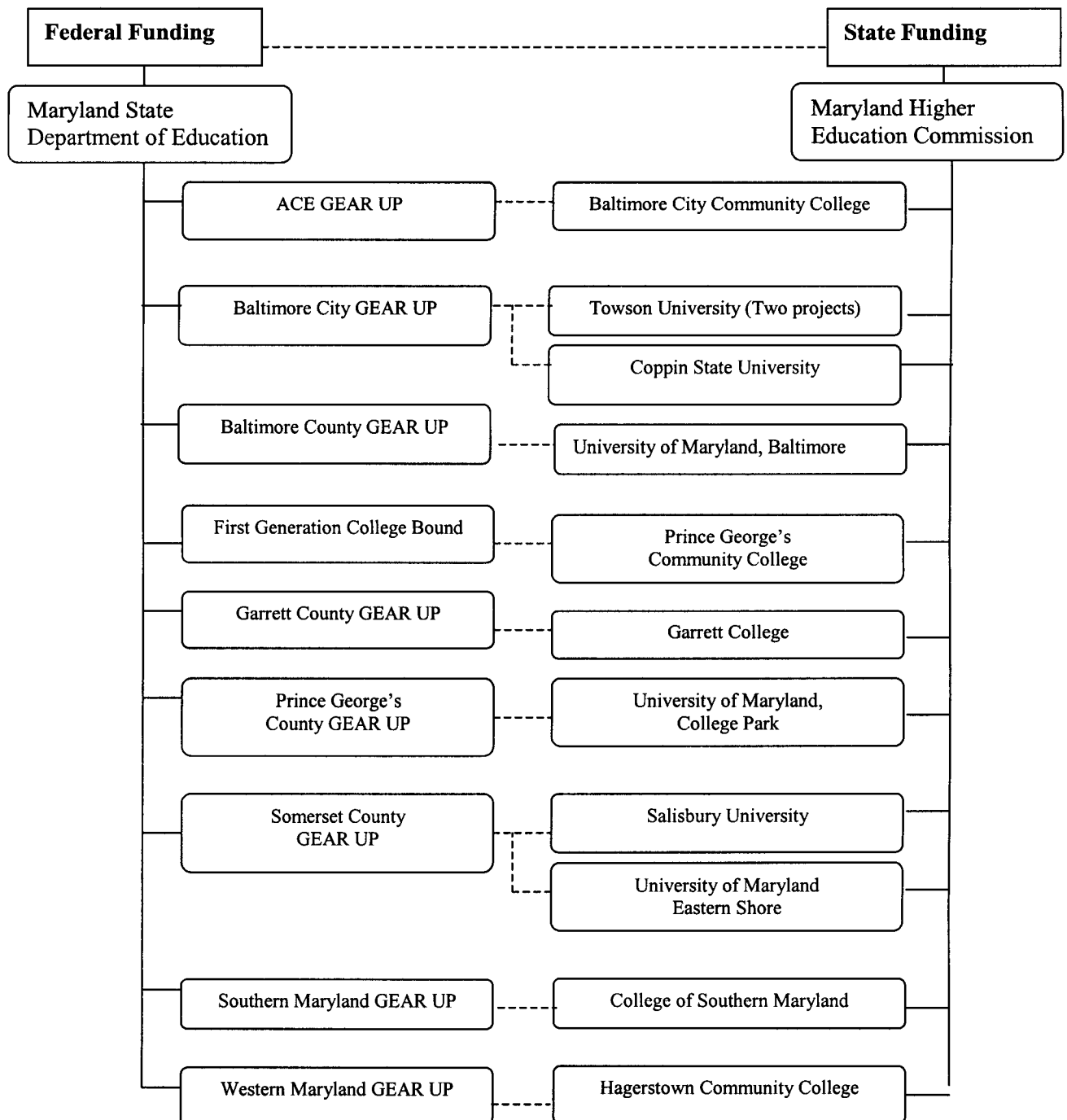
Besides encouraging the development of higher education partnerships for GEAR UP, MHEC (1) coordinates college partnership activities, (2) supervises the production and distribution of career and higher education awareness materials, (3) provides expertise for financial aid workshops, and (4) administers the GEAR UP Scholarship program. As part of encouraging and supporting college partnerships, MHEC staff members conduct site visits to grant projects, offering on-site consultation and scholarship presentations. Staff also provide technical assistance to higher education partners before grant competitions and after grants have been awarded, helping directors when programs require amending. In FY 2004, Grants Office staff created a database of GEAR UP students who may be eligible for the scholarship and prepared and are distributing a brochure to inform students and their parents that this scholarship will be available for eligible Maryland GEAR UP students.

MGT of America, Inc. evaluates Maryland GEAR UP and reported that after one year of program implementation, half the GEAR UP students changed their goals to include college attendance and reported improved academic performance. The second annual MGT evaluation showed that more than half the GEAR UP students reported improved academic performance from the previous year. The third MGT evaluation shows that while significant academic gains still need to be made, nearly 70% of the students indicate they are committed to the goal of college attendance. The State awaits the MGT fourth-year study.

GEAR UP site selection was accomplished by identifying middle schools that had a student population with more than half eligible for free or reduced lunch and that were feeder schools for high schools graduating large numbers of college-eligible students who did not attend college. Five LEA and five nonprofit organizations were then selected as site managers (in 2004, one of the nonprofit sites was consolidated with the Baltimore City site). These latter five had participated in the National Early Intervention Scholarship and Partnership program, a federal predecessor to GEAR UP that was also supported by CPIP matching funds. High schools were selected last year based on where most of a site's cohort matriculated.

GEAR UP SITE	COUNTIES SERVED	MIDDLE SCHOOLS	HIGH SCHOOLS
NONPROFIT ORGANIZATIONS:			
Academic Champions of Excellence, based at Morgan State University	Baltimore City	Thurgood Marshall #170	Lake Clifton/Eastern
Project Bridge of First Generation College Bound, Inc.	Prince George's	Dwight D. Eisenhower; Martin Luther King, Jr.	Laurel
Southern Maryland, based at the College of Southern Maryland—La Plata	Calvert; Charles; St. Mary's	Calvert; Piccowaxen; Esperanza; Spring Ridge	Calvert; La Plata; Great Mill
Western Maryland, based at the Regional Education Service Agency of Appalachian Maryland (RESA)	Allegany; Frederick; Washington	Braddock; West Frederick; E. Russell Hicks	Allegany; Frederick; South Hagerstown
LEA:			
Baltimore City Public Schools	Baltimore City	Lombard; Rognel Heights; Guilford	Digital Harbor; Walbrook; Patterson
Baltimore County Public Schools	Baltimore County	Dundalk; Lansdowne	Dundalk; Lansdowne
Garrett County Public Schools	Garrett	Northern; Southern	Northern; Southern
Prince George's County Public Schools	Prince George's	Gardner Shugart; Benjamin Stoddert	Potomac
Somerset County Public Schools	Somerset	Greenwood; Woodson	Crisfield; Washington

FY 2004 GEAR UP/College Preparation Intervention Program (CPIP) Partnerships



FUNDING

Congressional action has been taken to provide funding for the sixth year of GEAR UP. The annual funding for the GEAR UP grant administered by MSDE and MHEC is

Year 1	\$2,768,883	(FY 2000)
Year 2	\$2,716,938	(FY 2001)
Year 3	\$2,764,458	(FY 2002)
Year 4	\$2,579,683	(FY 2003)
Year 5	\$2,770,769	(FY 2004)
Year 6	<u>\$2,859,643</u>	(FY 2005)

Total \$16,460,374

These figures include sub-grants to designated GEAR UP sites, scholarship funds, and funds for administrative costs, including an outside evaluator and outreach publications.

The annual State CPIP appropriation serves as a part of the required State match for the federal GEAR UP grant. Pending approval of the annual State appropriation, funding for the College Preparation Intervention Program, is

Year 1	\$ 150,000	(FY 2000)
Year 2	\$ 750,000	(FY 2001)
Year 3	\$ 750,000	(FY 2002)
Year 4	\$ 713,250	(FY 2003)
Year 5	\$ 693,750	(FY 2004)
Year 6	\$ 750,000	(FY 2005)
Year 7	\$ 750,000	(FY 2006)

Total \$4,557,000

The CPIP appropriation is crucial in meeting the federal required match by providing approximately one-third of the match. It also ensures that college preparatory services will be available to the GEAR UP students through their senior year in high school in accordance with the GEAR UP program design. The remaining match will be supplied through State scholarships to the GEAR UP students and from the local GEAR UP sites in the form of facility space, personnel, computer/equipment donations, and other in-kind contributions.

GEAR UP SCHOLARSHIPS

Under the federal guidelines for GEAR UP state grants, state grantees must use a portion of their grant for a scholarship program. These scholarships are targeted for students currently participating in a GEAR UP program and for students who participated in a predecessor federal early intervention program to GEAR UP, the National Early Intervention Scholarship and Partnership (NEISP) program. NEISP targeted a population similar to that of GEAR UP. The federal guidelines recognized that at the outset of GEAR UP implementation, the GEAR UP cohorts would be in middle school and scholarship funds would first be available for former NEISP participants. Beginning with the second year of the Maryland state grant, \$600,000 has been put in a scholarship trust fund each year for the use of the current statewide GEAR UP cohort. Currently, there is \$3.0 million in the trust fund.

In FY 2001, the Maryland GEAR UP management team developed guidelines for the administration of the Maryland GEAR UP Scholarship Program, which were approved by the Commission. For FY 2002, using scholarship funds from the federal appropriation, the Commission made awards totaling \$424,082 to former NEISP Maryland students pursuing higher education. To be eligible, a student had to be a Maryland resident, have participated for at least three years in a Maryland NEISP program, have submitted a Free Application for Federal Student Aid (FAFSA) and the Maryland GEAR UP scholarship form, and be enrolled at an institution of higher education. Eligible students could be enrolled either full time or part-time (with at least six credit hours per semester) in a program of undergraduate instruction. Awards could not exceed the cost of attendance. Priority went to students eligible for federal Pell grants. Students were able to use the scholarship to pay for studies at a two-year or four-year college or university.

In FY 2003, based on the experience gained in administering NEISP scholarships and other changes impacting the program, the guidelines for GEAR UP scholarships were revised.

The major changes are:

- Requiring, on an annual basis, the determination of an amount to be awarded from the trust fund;
- Capping the scholarship award amount for private two-year and four-year colleges and out-of-state colleges;
- Requiring that institutions certify student eligibility information, the order in which financial aid will be awarded, and the cost of attendance;
- Changing the required participation in Maryland GEAR UP from three years to one year due to the unexpected mobility of the GEAR UP cohort as they moved from middle school to high school;
- Requiring a student signature on a drug-free pledge; and
- Establishing March 1 as the priority deadline for scholarship application.

B. Summary of FY 2004 CPIP Awards

Institution	Project Name	GEAR UP Site Served	Award
Baltimore City Community College	BCCC GEAR UP Projects	ACE (Lake Clifton-Eastern)	\$111,247
College of Southern Maryland (La Plata)	Southern Maryland College Preparation Intervention Program	Southern Maryland (Calvert HS, Great Mills HS, & La Plata HS)	\$30,000
Coppin State College	Academic Enrichment Academy	Baltimore City (Walbrook HS)	\$75,000
Garrett College	Gear Up from High School to College	Garrett Co. (Northern HS, Southern HS)	\$58,212
Hagerstown Community College	Hagerstown Community College/Washington County Public Schools GEAR UP Project	Western Maryland (Allegany HS, Frederick HS and South Hagerstown HS)	\$60,000
Prince George's Community College	College Prep Partners – Moving Up	First Generation College Bound (Laurel HS)	\$84,444
Salisbury University	Excelling in Math and Science V	Somerset Co. (Crisfield HS and Washington HS)	\$74,987
Towson University	GEAR UP for College with English and Technology Readiness at Towson University	Baltimore City (Patterson HS)	\$74,252
Towson University	High Standards and High Expectations in High School in Preparation for College	Baltimore City (Digital Harbor HS, Walbrook HS and Patterson HS)	\$71,401
University of Maryland, Baltimore	Breaking the Mold: Building the Future	Baltimore County (Lansdowne HS)	\$74,416
University of Maryland, College Park	GEAR UP CAMP College Awareness and Mathematics Preparation Program	Prince George's (Potomac HS)	\$62,000
University of Maryland Eastern Shore	Reap the Benefits III: Effectively Exploring Careers!	Somerset (Crisfield HS and Washington HS)	\$40,000
Total			\$815,959

C. Synopses of FY 2004 CPIP Awards

Baltimore City Community College

Project Title: BCCC GEAR UP Project

Project Director: Carolyn Dabirsiaghi, Department of Biology
cdabirsiaghi@bccc.edu

Award: \$111,247

Synopsis:

Baltimore City Community College (BCCC), in collaboration with the ACE/GEAR UP Program, offers three early intervention college preparatory activities for Baltimore City Public School System GEAR UP students from Lake Clifton-Eastern High School. The three activities are a summer enrichment component coupled with an internship program at BCCC; a 10-week Saturday Academy for 80 students (a continuation of the FY 2003 BCCC GEAR UP Weekend Academy that is conducted from September to December 2004); and a seven-week Saturday enrichment program with activities for 60 students that will be held from March to May 2005.

These proposed activities focus on academic enrichment activities in Algebra I, writing, social studies, and science, and language arts courses. In addition to academic enrichment activities, students are engaged in workshops that include information about college admissions, financial aid, and other college preparatory activities.

The goals of these activities are (1) to increase the academic achievement of GEAR UP students by providing direct instructional and summer enrichment services to students; (2) to increase GEAR UP students' knowledge of the relationships among career goals, high school courses, graduation, and postsecondary education choices; (3) and to increase each student's acceptance of greater academic challenges.

College of Southern Maryland

Project Title: Southern Maryland College Preparation Intervention Program

Project Director: Patricia Schroeder, Admissions and Orientation
patsc@csmd.edu

Award: \$30,000

Synopsis:

The College of Southern Maryland (CSM) supports the Southern Maryland GEAR UP Program. The college provides college preparatory services and activities to three high schools across three counties. Students at Great Mills and Calvert high schools will participate in regular, biweekly tutoring by college students at their schools to ensure that students master the basics of math and English.

CSM offers a series of workshops to assist students in making realistic and appropriate college choices. Workshop topics include (1) how to get information about specific colleges; (2) how to decide which college(s) to apply based on size, location, and cost; and (3) how to complete a college application. CSM continues its partnership with St. Mary's College of Maryland, which provides tutors and workshops. This year's workshops include: (1) Art History and Visual Thinking Strategies and (2) ePortfolio through Dreamweaver© to introduce the students to the process and software so that their senior portfolios can be presented electronically. As in years past, CSM keeps GEAR UP parents informed of activities and opportunities for their students by sending a newsletter four times during the year.

Project Title: Academic Enrichment Academy

Project Director: Dan Joseph, Department of Special Education
djoseph@coppin.edu

Award: \$75,000

Synopsis:

Coppin State University (CSU) collaborates with the Baltimore City Public School System GEAR UP program to provide academic enrichment services/activities to eleventh-grade students at Walbrook Uniform Services Academy High School. Specifically, this project implements two integrated activities geared to enhance the students' potential for success in postsecondary education—the Academic Enrichment Academy (AEA) and the Parent-Student Forum sessions.

The AEA enhances students' knowledge through strong academic rigor and effective, accountable instruction focusing upon content knowledge critical to success on the SAT, such as language arts and mathematics. The AEA served over twenty-five students in five sessions during the summer of 2004. The program plans to serve eighty students during the summer of 2005. The AEA is offered on the CSU campus to help enhance Walbrook students' social development and cultural enrichment through association with mentors and interaction with college students.

The second project is the Parent-Student Forum sessions. These sessions enhance the home support system of the GEAR UP students at Walbrook and their functional knowledge of critical topics associated with attending college after completion of high school. Parent-Student Forum sessions inform parents and the Walbrook students of information critical to selecting and surviving postsecondary school.

Garrett College

Project Title: GEAR UP from High School to College

Project Director: James Allen, Director of Technology
jallen@garrettcollege.edu

Award: \$58,212

Synopsis:

Working in partnership with Garrett County GEAR UP, Garrett College has developed a program of activities for students, parents, and teachers that focuses on the cohort of eleventh-grade students attending Garrett County's two high schools. The project is designed to target primarily the most economically and academically disadvantaged students from the cohort. A tutoring and mentoring program staffed by college students, academic enrichment activities conducted by college faculty, and a summer academics camp are some of the activities provided by the grant to help improve student performance in core academic subjects. Several other activities are designed to provide students with information on career choices and planning for further education beyond high school. Staff from Garrett College provides the students' families with information on financial planning for college and college admissions criteria. In addition, the project includes a professional development activity in which teachers discuss the new SAT requirements for a written essay and the inclusion of Algebra II material in the quantitative portion of the exam.

Hagerstown Community College

Project Title: Hagerstown Community College / Washington County Public Schools GEAR UP Project

Project Coordinator: Christopher Baer, Student Services
baerc@hagerstowncc.edu

Award: \$60,000

Synopsis:

This is the third year that Hagerstown Community College (HCC) has worked with the Washington County Public Schools GEAR UP Project to provide college preparatory and academic enrichment activities to South Hagerstown High School GEAR UP students. For this academic year, Washington County Public Schools GEAR UP has identified the following needs for its students:

- A need to prepare for and perform satisfactorily on the PSAT and SAT
- A need to strengthen performance in English, math, and science courses
- A need to be prepared for college-level expectations through
 - successful performance on college placement tests
 - analysis of college selection priorities
 - successful completion of HCC courses taken as part of the Early Support for Students to Enter College Education (ESSENSE) program (which allows local high school students to take early classes at HCC while in high school)
 - identification of appropriate financial aid packages
 - successful enrollment in and completion of Advanced Placement coursework and exams

Students needs are being addressed this year through an array of activities including:

- Back-to-School Orientation
- SAT Preparation Coursework
- Academic Support
- College Placement Assessments
- Academic Remediation
- College Search Planning
- College/University Exploration
- “Applying for College” Classes
- Parent Involvement
- ESSENSE/Advanced Placement Courses

Prince George's Community College

Project Title: College Prep Partners—Moving Up

Project Director: Margaret Taibi, Student Development Services
mtaibi@pgcc.edu

Award: \$84,444

Synopsis:

The College Prep Partners project serves low-income eleventh-grade students and their parents and guardians at Laurel High School. Prince George's Community College (PGCC), First Generation College Bound, and Laurel High School continue as partners for the third year in this program. The five components of the project are (1) a mentoring program during the academic year using college students as mentors; (2) an individual career advisement program; (3) a parent education and support program during the academic year; (4) success newsletters; and (5) a four-week summer enrichment program. During the fall and spring semesters, activities are offered in the evening and on weekends at Laurel High School and at the Prince George's Community College main campus and at the Laurel College Center. The summer enrichment program is offered Monday through Fridays at the Laurel College Center or the Largo campus, depending on specific program activities for the day.

The peer-mentoring program is intended to increase student motivation to accept greater academic challenges and to prepare them for the challenges of postsecondary education using successful college students from similar background as role models. The individual career advisement program provides students with a career assessment and helps them develop an individual career plan. The family education activities are designed to help parents identify and use strategies to help their students accept and succeed in an academically rigorous program of study. In addition, the parent program provides parents with information about college admissions and financial aid. The success newsletters are intended to increase student and parent understanding of the relationships among between career goals, current academic achievement, and postsecondary education opportunities. The summer enrichment program is intended to increase students' mathematics skills, writing skills, critical reading and thinking, study skills, and life management skills for young adults transitioning to independent living. The summer program includes college-level instruction.

Salisbury University

Project Title: Excelling in Math and Science V

Project Directors: Robert Tardiff and Michael Bardzell,
Henson School of Science and Technology
rmtardiff@salisbury.edu, mjbardzell@salisbury.edu

Award: \$74,987

Synopsis:

Salisbury University (SU) has been a college partner with Somerset County Public Schools (SCPS) GEAR UP program since July 2000. Beginning in July 2002, SU, Wor-Wic Community College (WWCC), and the University of Maryland Eastern Shore (UMES) worked together to provide college support for SCPS GEAR UP. SU's activities for FY 2004 include: (1) delivering an on-demand tutoring/mentoring program; (2) providing in-school academic activities (assemblies led by SU faculty with high school students given preparation beforehand); (3) offering professional development for teachers designed in consort with the teachers and intended to be job-embedded over the course of a term; and (4) preparing students and their parents and guardians for successfully competing in the college admission process. Preparing parents for the college admission process is a multi-step process and includes: (1) providing PSAT and SAT preparation; (2) training students in college application essay writing; and (3) developing consumer skills for visiting campuses prior to college selection. Additional funds are included to collaborate with UMES and WWCC on the fourth Academic Summer Kamp (ASK) program, a weeklong academic summer camp held at both SU and UMES and staffed by SU, UMES, and WWCC faculty.

Towson University

Project Title: High Standards and High Expectations in High School in Preparation for College

Project Director: Barbara Bass, Maryland Writing Project
bbass@towson.edu

Award: \$71,401

Synopsis:

The Maryland Writing Project (MWP) and Towson University (TU) work with Baltimore City Public School System GEAR UP and three Baltimore City high schools—Digital Harbor, Patterson, and Walbrook—to offer students an intensive school-based writing program throughout the academic year to improve students’ writing skills while preparing them for the revised SAT exam. Some students are offered scholarships to attend the Summer Student Writers’ Workshop at Towson University. MWP will also offer Project TeamWork during the spring semester at the high schools, a program that provides tutoring and mentoring for GEAR UP students by TU scholar-athletes.

For teachers, MWP provides targeted professional development through Maryland State Department of Education in-service courses and coaching at the schools. TU offers scholarships for some teachers to attend the MWP 5-week invitational Summer Teacher Institute, where they receive intensive training in professional development that prepares them to work with other teachers in their schools. Scholarships for PRAXIS preparation strategies courses are offered for GEAR UP students’ provisional teachers who will be taking the exams to become certified.

TU coordinates parent and guardian information nights that provide information on the college application process. TU also provides Saturday Academies on campus where students are offered hands-on activities in writing, math, and SAT preparation. Parents and students are presented with scholarship and other financial aid information, and TU provides career and college awareness activities that link career knowledge to educational requirements.

Towson University

Project Title: GEAR UP for College with English and Technology Readiness at Towson University

Project Director: Gloria Chou, Center for Economic and Community Outreach
gchou@towson.edu

Award: \$74,252

Synopsis:

The Towson University-based English Language Learning Center and the Center for Economic and Community Outreach partnered with Patterson High School and Baltimore City Public School System GEAR UP to offer students a six-week campus-based program that included career exploration, reading and writing instruction, information technology skills training, SAT preparation, and college admissions guidance. Throughout the academic year, GEAR UP students and their parents and guardians will be invited to Saturday workshops on college admissions, financial aid options, and career planning. Customized training for educators addressing multicultural issues is provided. During the year, to encourage students to examine career possibilities, students will receive information about internship and job-shadowing opportunities for summer 2005. The project ends with a summer reading assignment and a one-week reading workshop in late August 2005.

University of Maryland, Baltimore

Project Title: Breaking the Mold: Building the Future

Project Director: Vanessa Fahie, School of Nursing
fahie@son.umaryland.edu

Award: \$74,416

Synopsis:

The Breaking the Mold: Building the Future Project is designed to increase the academic achievement of GEAR UP students at Lansdowne High School. This is the second year that the University of Maryland, Baltimore (UMB) School of Nursing has worked with Baltimore County GEAR UP. Through offering an array of activities, the project fosters (1) academic enrichment, (2) increased parental involvement, (3) a decrease in dropout rates and absenteeism, (4) college preparation, (5) career exploration, and (6) personal development.

The project's objectives include increasing students' scores on standardized examinations, such as the Maryland State Assessments and SAT, and increasing students' commitment to exploring career options. UMB has several academically enriched activities planned throughout the school year and next summer. Beginning in the fall semester, the partnership continues two activities that were introduced last year, the academic enhancement program (AEP) and the Health Careers Club (HCC). The AEP is an after-school homework program that provides science-content assistance for students studying biology, chemistry, or physics. The HCC meets during lunch-time at the high school and provides an opportunity for students to learn more about career opportunities in health-related fields. New this year, the project is offering PSAT preparation workshops for students that plan to take the new version of the exam in October 2004. UMB continues to motivate students through a quarterly recognition for students that have academically excelled. Next summer, the partnership will offer a weeklong summer program who helps students enhance their technological and communication skills.

University of Maryland, College Park

Project Title: GEAR UP CAMP College Awareness and Mathematics Preparation Program

Project Directors: LaWanda Kamalidiin and Rosemary Parker
Center for Minorities in Science & Engineering
lsaddler@deans.umd.edu

Award: \$62,000

Synopsis:

The University of Maryland, College Park (UMCP), in collaboration with the Prince George's County Public Schools GEAR UP, provides instructional, college planning, and career exploration activities for Potomac High School students. The two primary objectives of the UMD GEAR UP CAMP are to (1) increase by 8% the number of seniors completing University System of Maryland admission requirements and (2) increase by 5% the number of Potomac High School seniors planning to attend college. They will try to meet these objectives by providing academic workshops for the GEAR UP students.

For the second year, the project will offer fall and spring Saturday academic programs. This year, the academic content will focus on writing, algebra, and geometry. During the Saturday academy sessions that run over an eight-week period, UMCP also offers SAT prep and study skills lessons. The project mails weekly newsletters to parents to keep them informed of the activities in which the students are participating on Saturdays. Three of the Saturday academies offer special parent-focused workshops.

University of Maryland Eastern Shore

Project Title: Reap the Benefits III: Effectively Exploring Careers!

Project Directors: Michael Nugent, Department of Education
mnugent@umes.edu

Award: \$40,000

Synopsis:

The University of Maryland Eastern Shore (UMES) is entering its third year as a partner to Somerset County Public School GEAR UP, which serves students at Washington and Crisfield high schools. The faculty and staff of the UMES School of Education continue to work collaboratively with Somerset County, Salisbury University, and Wor-Wic Community College. Identifying the sciences as a content area where Somerset County students need academic enrichment, the UMES project begins with ten aviation workshops in the fall. The sessions are held once a week for ten weeks and introduce students to the study of flight and aerodynamics. Students experience the UMES flight simulator, take an actual plane ride, and use model-plane building to study aircraft design. These activities help students learn and apply the theoretical concepts of physics, algebra, and trigonometry. The project continues to work with Salisbury and Wor-Wic to offer the fourth Academic Skills Kamp (ASK) during the summer of 2005.

MARYLAND GEAR UP SITES

Academic Champions of Excellence (ACE) / GEAR UP

The Academic Champions of Excellence (ACE) program, which served Thurgood Marshall Middle School #170 in Baltimore City and now serves Lake Clifton-Eastern High School, is housed on the campus of Morgan State University (MSU). For the second year, this GEAR UP initiative has recruited retired master teachers to provide in-class supplemental instruction to help student complete college preparatory classes such as algebra II, chemistry, and English and language arts. This school-based academic enrichment service is complemented by services offered by the site's CPIP partner. For the second year, Baltimore City Community College (BCCC) provides academic enrichment services to students of the ACE/GEAR UP site. BCCC's project helps prepare more students for the PSAT exam and a college preparatory curriculum through three academically focused activities—(1) a summer enrichment program, (2) a 10-week Saturday Academy offered during the fall, and (3) a seven-week Saturday enrichment program offered in the spring. Programs for parents are sponsored both at the school and on campuses and include activities such as college awareness and preparation seminars and financial aid workshops.

Baltimore City GEAR UP

The Baltimore City GEAR UP site served GEAR UP students at Rognel Heights and Lombard middle schools and now serves the cohort students at Digital Harbor, Walbrook Uniform Services Academy, and Patterson high schools. Many of the GEAR UP students at each of these schools need help improving their reading and writing skills. To address this need, the GEAR UP project offers a secondary supplemental reading program and provides teacher professional development in writing across the curriculum.

Digital Harbor and Walbrook have resource centers to support the mathematics and writing programs offered by the GEAR UP staff and the site's two Towson University partnership projects. Coppin State University also partners with Baltimore City GEAR UP this year and provides academic enrichment services to Walbrook GEAR UP students. Program activities for the 2004-2005 school year include: (1) teacher professional development in writing across the curriculum, mathematics and integration of the new SAT into daily instruction; (2) secondary supplemental reading program, which includes an extended day program and SAT seminars; (3) family/guardian academic and scholarship programs; and (4) college/career awareness seminars.

Baltimore County GEAR UP

Lansdowne and Dundalk middle schools were the two Baltimore County GEAR UP middle schools and Lansdowne and Dundalk are the site's high schools. Through the Baltimore County site, approximately 650 students receive academic enrichment services. This year, the primary activities include a series of student-focused workshops, including SAT preparation; how-to-choose a college; and how to develop, assemble, and organize a student individualized academic portfolio. The site also provides training for parents and students on how to use the Internet for college selection, admission, and financial aid resources. Its higher education partner, the University of Maryland, Baltimore, also offers direct student services such as after-school academic tutoring, a health career-focused student club, additional SAT preparation workshops, and a summer academic enrichment program.

First Generation College Bound GEAR UP

First Generation College Bound, Inc., is a community organization that has successfully worked to encourage and prepare economically disadvantaged students for college. Its Project Bridge served Dwight D. Eisenhower Middle School and Martin Luther King, Jr. Middle School in Prince George's County and now serves Laurel High School. The site's staff continues to focus on developing a sustainable infrastructure for student support and encouragement to help students prepare for and enroll in college. The GEAR UP site's staff and the high school's staff have implemented a comprehensive and coordinated academic support structure. For example, GEAR UP students who are likely to benefit from increased study skills and have a GPA within the range of 1.75 and 3.25 are required to participate in a study skills class at Laurel High School. Also, students whose GPA falls within this range and who would like to participate in extracurricular activities are required to participate in the after-school academic support program offered through GEAR UP. This year the project has placed particular emphasis on SAT and ACT preparation and increased parent involvement.

For the fourth year, PGCC serves as the site's College Preparation Intervention Program partner. The institution offers a range of academic enrichment activities, including Saturday Academy during the school year, an embedded mentoring program, as well as several other services for students and their parents. The site staff coordinates with its higher education partners and the school for PSAT and SAT preparation, study-skills classes, college and financial aid awareness workshops, a newsletter to students and parents, outreach activities to families and the community, a summer academy, and other direct services to the cohort.

Garrett County GEAR UP

Garrett College has been a GEAR UP partner with the two middle schools in Garrett County, Northern and Southern, and now partners with Northern and Southern high schools. Representatives from the college serve on the GEAR UP advisory board, playing an important role in assessing student and school needs and in developing long-term program plans. Representatives from Garrett County Public Schools and Garrett College have cooperatively integrated GEAR UP activities into the school day, creating a seamless boundary between the schools' curriculum and the program's academic enrichment activities. For example, the site offers an advisor/advisee period weekly at both high schools to provide career and college development, character education, dropout prevention strategies, and academic remediation. The program has also provided Northern and Southern teachers the opportunity to implement a variety of technologically integrated lessons in science, math, English, foreign language, and social studies. In support of the program's objective to increase the number of students enrolled in a college preparatory curriculum, the site's college partner, Garrett College, provides a variety of student activities, including, but not limited to, its tutoring and mentoring program staffed by college students.

Prince George's County GEAR UP

The Prince George's County GEAR UP project has worked with G. Gardner Shugart and Benjamin Stoddert middle schools and now serves the GEAR UP cohort at Potomac High School. Two years ago, in an effort to create more cohesive groups with the 150-student cohort, site administrators divided the GEAR UP cohort into GEAR UP teams with approximately 20 students each. Each team was assigned a mentor teacher who monitored academic performance, social behavior, and attendance of team members. These teams also met after school to work on activities that enhanced their English, mathematics, social studies, science, and public speaking skills. Since the team formations, students and school staff have remarked that there has been greater attendance in GEAR UP activities and a better working relationship among teaching staff. The site continues this team approach to offering services in the current academic year. The Prince George's GEAR UP program continues its second year of the partnership with the University of Maryland, College Park, which offers Saturday academies and a summer program to (1) give students supplemental instructional in algebra and geometry; (2) expose students to activities that will increase their awareness of college and career opportunities and requirements; and (3) develop supplemental activities for the existing GEAR UP after-school program.

Somerset County GEAR UP

Somerset County GEAR UP served Greenwood and Carter G. Woodson middle schools and now serves Crisfield and Washington high schools. The GEAR UP program has become an integral part of the high school curriculum and works closely with the School Improvement Team of each school. These teams suggested GEAR UP staff work on improving students' scores on college assessment exams, such as the SAT or ACT, supplement staff development, and increase parent involvement. In response, GEAR UP is assisting with the purchase of the classroom materials and assisting schools with their implementation of the county's vertical teacher teaming program, in which more experienced teachers are paired with new teachers. The GEAR UP staff members are making a concerted effort to inform and educate parents about the financial aid process. The site offers one-on-one financial aid sessions for parents, and Del Marva Foundation representatives show parents how to conduct web searches for private financial aid resources.

Somerset County has also established coordinated CPIP partnerships with Salisbury University (SU) and the University of Maryland Eastern Shore (UMES). Salisbury University was awarded a CPIP grant to continue its Excelling in Math and Science program. Realizing that students have many demands on their time yet still need academic support, SU has developed an on-demand tutoring/mentoring service for students who need additional assistance in Algebra II and chemistry. UMES received a CPIP grant to provide Algebra II and physics academic enrichment through an aviation program and to direct related career-awareness activities and other family events. Salisbury and UMES coordinate their efforts to offer an academic summer camp, which includes activities for parents.

Southern Maryland GEAR UP

Southern Maryland GEAR UP, administered through the College of Southern Maryland, served four middle schools in three counties: Calvert (Calvert), Pocomoke (Charles), Spring Ridge (St. Mary's), and Esperanza (St. Mary's). It now serves three high schools in those counties: Calvert, La Plata, and Great Mills. Students in each county are offered group and individual tutoring services on an as-needed basis, PSAT/SAT preparation classes, and workshops that introduce them to Advanced Placement courses. The CPIP partner coordinates with a local institution to offer offering a summer program that focuses on academic enrichment. Because the College of Southern Maryland does not have on-campus housing facilities, the College has coordinated with St. Mary's College of Maryland to provide intensive campus exposure by having students live on a neighboring institution's campus for two weeks. College representatives also take part in college preparation, financial aid, and college selection and admissions sessions targeted for the GEAR UP students at the schools and on the campuses. This year, the site offers both individual and group financial aid workshop for parents to discuss and identify families' financial needs.

Western Maryland GEAR UP / Regional Education Service Agency (RESA)

Western Maryland GEAR UP has served students in Braddock, E. Russell Hicks, and West Frederick middle schools, located in, respectively, Allegany, Washington, and Frederick counties. The cohort is now attending Allegany, South Hagerstown, and Frederick high schools. This year, Western Maryland sites are focusing on SAT preparation and academic remediation. They are giving particular attention to monitoring individual progress for each participating student. College students and staff provide mentoring, tutoring, planning assistance, informational workshops, course development assistance, and other services. The Frederick County GEAR UP coordinator has developed activities to prepare students for the revised SAT exam, giving particular attention to activities that will improve students' writing skills. The site offers teacher-taught tutoring sessions three days per week, after-school SAT preparation sessions, and a yearlong English class especially designed for students that need extra support. The South Hagerstown cohort will participate in a variety of activities aimed at improving academic achievement, including tutorial support before and after school, one-on-one counseling, and PSAT/SAT preparation classes. The site coordinator has worked closely with high school administrators to ensure that the tutorial activities are closely aligned with the in-class curriculum. This activity includes teacher-directed support in geometry, algebra, and foreign language, all of which use computer programs as a learning tool. Hagerstown Community College serves as the CPIP partner for Washington County, and its students lead tutorial sessions that focus on American literature, science, and social studies. The GEAR UP coordinator works with a South Hagerstown teacher to monitor every GEAR UP student's grades and attendance. For students taking Advanced Placement classes, their progress is monitored and AP final exam review sessions are held after school.

III. HEALTH PERSONNEL SHORTAGE INCENTIVE GRANT PROGRAM

Authorized by the Education Article, Title 18, Section 803, Annotated Code of Maryland

A. Program Description

FY 2004 Awards: \$406,871.84

The purpose of the Health Personnel Shortage Incentive Grant (HPSIG) is to increase the number of graduates eligible for licensure, certification, or registration in designated health shortage occupations. The Department of Health and Mental Hygiene annually provides a list of health occupation shortage fields to the Commission, which in turn determines which academic programs are eligible to apply for funds. The following were eligible programs for FY04 (please note that the list has since changed for FY05):

- dental assistant,
- dental hygienist,
- dentist,
- emergency
- medical technician,
- licensed practical nurse,
- medical laboratory technician,
- medical records technician,
- medical technologist,
- nurse practitioner,
- occupational therapist,
- occupational therapist assistant,
- paramedic,
- pharmacist,
- pharmacy assistant,
- physical therapist,
- physical therapist assistant,
- physician assistant,
- physician who engages in pediatrics, family practice, or obstetrics,
- radiographer,
- radiologic technician,
- radiologic technologist,
- registered nurse,
- respiratory therapist, and
- surgical technologist.

Funding for the HPSIG Program comes from the fees collected by the Maryland Board of Physicians Fund. Fourteen percent of the fees collected by the Board is distributed to the Maryland Higher Education Commission to be divided equally between the HPSIG Program and the Janet L. Hoffman Loan Assistance Repayment Program. From the HPSIG portion of

the funds, grants are made to institutions offering educational programs leading to licensure, certification, or registration in a health occupation in short supply.

For each student in excess of a base number who graduates from a designated health shortage occupation, eligible educational programs receive up to \$1,500 to enhance or expand approved educational programs leading to licensure or certification in health occupations in short supply. If sufficient funds are not available in any fiscal year to fully fund all approved educational programs, the grant allocation is prorated. For FY 2004, the appropriation was \$406,871.84. There were 970 eligible graduates making the prorated amount \$419.46 per eligible graduate, or 28% of full funding. This is down from the previous year's prorated amount of \$773.58. The FY 2005 prorated amount is likely to be still lower because the shortage list for FY 2005 has eleven new fields, while the amount available to award is \$407,804.

Institutions receiving funds from the HPSIG program submit annual reports describing how funds were spent and how such expenditures serve to expand or enhance shortage programs. Reports for FY 2004 indicate that almost all institutions used some funds to purchase reference materials and to update software and audiovisual materials used for instruction and review; the National League for Nursing and the Maryland State Board of Nursing require programs to have instructional materials—including DVDs, videos, and laboratory equipment—dated within the last five years. A few programs also purchased computers for students to use in class to reproduce the type of work they would do on the job (filmless imaging work, for example). Many programs purchased clinical simulation materials to aid with instruction in clinical techniques; such equipment is often shared by different degree programs at a single institution. At least two programs increased enrollment based on such equipment purchases. Programs have also used HPSIG funds to purchase subscriptions to relevant periodicals or online resources, to pay for tutoring, to develop or modify curriculum, and to fund other miscellaneous purchases or activities that support program enhancement or expansion. While many schools use some funds for recruitment (for example, paying for marketing materials, supporting a recruitment specialist), a few have also targeted funds toward operating programs to introduce and recruit high school students to health career fields. For example, one held a summer camp to encourage high schools students to pursue nursing, and another offers tutoring by health care students to high school students who might be interested in health care fields. One program also offered a career fair that featured Maryland employers.

Institutions are also asked to report how many of the graduates passed the relevant national licensure or certification examination and whether they remain working in the state. Most program graduates successfully complete licensure, but percentages vary by program and school. The percentage of graduates who remain to work in Maryland varies but consistently runs high, frequently over 90%. Some graduates may defer the certification or licensure exam and/or leave the field, but the reports do not capture this information.

B. Summary of FY 2004 Awards

Health Personnel Shortage Incentive Grant Program Academic Year 2002-2003 Graduates (FY 2004)		
Institution	Eligible Graduates	Funding
Allegany College of Maryland	51	\$ 21,392.23
Anne Arundel Community College	45	\$18,875.50
Bowie State University	17	\$7,130.74
Cecil Community College	6	\$2,516.73
Chesapeake College	14	\$5,872.38
College of Southern Maryland	9	\$3,775.12
Columbia Union College	18	\$7,550.20
Community College of Baltimore County	31	\$13,003.12
Frederick Community College	39	\$16,358.76
Hagerstown Business College	15	\$6,291.83
Harford Community College	26	\$10,905.84
Holy Cross Hospital School of Radiological Technology	2	\$838.91
Howard Community College	21	\$8,808.57
The Johns Hopkins University	186	\$78,018.72
Medix School	52	\$21,811.69
Montgomery College	61	\$25,586.79
Morgan State University	2	\$838.91
Prince George's Community College	19	\$7,969.65
Salisbury University	26	\$10,905.84
Towson University	37	\$15,519.85
University of Maryland, Baltimore	186	\$78,018.72
Villa Julie College	58	\$24,328.42
Wor-Wic Community College	49	\$20,553.32
TOTAL	970	\$406,871.84

IV. DIVERSITY GRANT PROGRAM

A. Program Description

FY 2004 Awards: \$180,000

The Diversity Grant Program addresses one of the essential functions of higher education: to broaden the perspectives of students by exposing them to individuals from different backgrounds and to a variety of disciplines, cultures, and points of view. Campus diversity contributes to campus quality, excellence, and effectiveness and helps students prepare for increasingly complex and diverse communities and workplaces.

The Maryland Diversity Grant Program promotes these principles by allocating funds to public postsecondary institutions for awards to financially needy graduate students who have overcome some form of economic, social, or educational disadvantage, and/or who, by their presence, the institution has determined would contribute toward a diverse student body at the campus. Financial aid offices deliver the program in various ways, for example, including it as part of a total financial aid package or by providing funds for books or research expenses. Allocations to institutions are determined by the size of the graduate population, diversity goals of the institution, graduate minority enrollment, and type of financial aid package.

B. Summary of FY 2004 Awards

INSTITUTION	NUMBER OF STUDENTS RECEIVING GRANTS	AWARD TOTAL FOR INSTITUTION
Bowie State University	10	\$6,000
Coppin State University	12	\$6,000
Frostburg State University	10	\$4,000
Morgan State University	5	\$14,000
Salisbury University	8	\$4,000
Towson University	27	\$15,000
University of Baltimore	2	\$7,000
University of Maryland, Baltimore	24	\$40,000
University of Maryland, Baltimore County	1	\$8,000
University of Maryland, College Park	17	\$70,000
University of Maryland Eastern Shore	6	\$6,000
Total	119	\$180,000

V. DOCTORAL SCHOLARS PROGRAM

A. Program Description

FY 2004 Awards: \$60,000

In the early 1990s, the Southern Regional Education Board (SREB), an educational policy, research, and advancement organization representing nineteen states, conducted a study that showed that less than five percent of higher education faculty members in SREB states were minorities, whereas the minority student population constituted 25 per cent of enrolled students. To address the shortage of minority faculty, SREB joined with the New England Board of Higher Education and the Western Interstate Commission for Higher Education to form the Compact for Faculty Diversity and to propose the Doctoral Scholars Program. The Doctoral Scholars program began in 1993 with funding from the Pew Charitable Trusts and the Ford Foundation, with the purpose of enrolling minority students into doctoral programs and then providing them with substantial support to help them graduate and secure faculty positions. The program motto—"more than a check and a handshake"—gestures to the other kinds of support the program provides: an Annual Institute on Teaching and Mentoring, an on-campus faculty mentor, orientation programs, and opportunities to build a network of professional colleagues and mentors.

The pool of qualified ethnic minority applicants for college-level faculty positions remains relatively small both statewide and nationally. Programs such as this one benefit Maryland not only by increasing this pool, but also by making the State more attractive to talented young scholars. Students apply directly to SREB where their applications are reviewed and the awardees selected. Students' applications are then sent to their own higher education institution, where the applications are ranked by appropriate faculty administrators. Doctoral Scholars are supported for three years with a waiver of tuition and fees and a stipend at a university in a participating state. The student's institution also guarantees support through the end of the fifth year of doctoral studies. The program also supports Doctoral Fellows, who receive a one-year stipend and, from the institutions, a waiver of tuition and fees while they write their dissertations.

A study funded by the Ford Foundation in 2000 determined that this program has been extremely successful, with completion rates in the doctoral programs at 90 percent—well above the national averages of 40-60 per cent for all ethnic groups—and with Doctoral Scholars remaining unusually committed to the goal of a faculty career. To date, more than 200 students nationally have completed their degrees with the help of the Doctoral Scholars Program.

As of summer 2004, twenty-two Maryland doctoral students have received awards funded by the Commission, and eight have completed their doctorates and moved on to work in academia or, in one case, for the federal government.

INSTITUTION/Number of DOCTORAL STUDENTS AWARDED		MAJOR
University of Maryland, Baltimore County		
	1	Applied Developmental Psychology
	4	Public Policy*
University of Maryland, College Park		
	5	Applied Mathematics / Mathematics
	1	Civil Engineering
	4	English Language and Literature*
	3	Government & Politics
	1	Environmental Science
	1	Environmental Radioactivity
	1	Social Foundations of Education
	1	Speech Communication
The Johns Hopkins University		
	2	Chemical Engineering

*One scholar was supported with institution funds rather than MHEC funds.

VI. HENRY C. WELCOME FELLOWSHIP

A. Program Description

FY 2004 Awards: \$200,000

The Henry C. Welcome Fellowship Program is a competitive incentive program to help Maryland traditionally white public four-year colleges and universities recruit and retain a diverse faculty. Awards are made to new full-time, tenured or tenure-track faculty who will contribute to the diversity of the institution. Welcome Fellows are each awarded \$20,000 over a three-year period in support of their research, publications, and speaking engagements. Over three-quarters of the 86 Welcome Fellows who have been awarded grants since 1988 continue to teach in Maryland institutions. Many are now tenured faculty members, a tribute to Maryland's commitment to maintaining a diverse faculty on State campuses. A seventeen-year roster of the Welcome Fellows follows the descriptions of the FY 2004 Welcome Fellows.

The Henry C. Welcome Fellowship Grant is named for Dr. Henry C. Welcome, a former member of the State Board of Higher Education, a body replaced by the current Maryland Higher Education Commission. Dr. Welcome was on staff at several Baltimore hospitals, including Provident, Sinai, Lutheran, South Baltimore General, North Charles General, and Baltimore County General. He also taught at the Provident Hospital nursing school. Dr. Welcome was active in politics with his wife, the late Senator Verda F. Welcome, the first black woman in the United States to be elected as a state senator. During the civil rights era of the nineteen-sixties and seventies, they worked with Democratic organizations to effect positive change for the people of Baltimore and the State of Maryland. It is in his honor that the fellowships are awarded.

C. Profiles of FY 2004 Award Winners

New Welcome Fellows

Saint Mary's College of Maryland

Bessie Mgadugha, Ph.D.

Chemistry

Following her doctoral training in organic chemistry at Emory University, Dr. Mgadugha was postdoctoral fellow in the Drug Discovery Program at Northwestern University. As part of this fellowship, she was a guest lecturer and mentor to new graduate students. She has also served as a consultant for a Chicago-based company and worked for a company developing artificial sweeteners. In addition to her undergraduate and graduate degrees in chemistry, Dr. Mgadugha earned a B.A. in English, with honors, from Lafayette College.

Salisbury University

Edward Brown, MFA

Art

Prior to being hired as an assistant professor in the Art Department, Mr. Brown served as an adjunct professor at the Maryland Institute, College of Art and at Towson University. He also taught at Baltimore School of the Arts, the City's arts magnet school. He has had solo exhibitions in Maryland and Ohio, and his work has been displayed at numerous group shows and juried competitions. Mr. Brown earned his master of fine arts degree at the Cranbrook Academy of Art in Bloomfield Hills, Michigan, and his BFA (painting) from Syracuse University; he has also studied at the Camberwell School of Arts and Crafts in London.

Divya Eve Devadoss, Ph.D.

Math & Computer Science

Dr. Devadoss earned her bachelor's degree in mathematics and computer science, with a minor in chemistry, her master of science degree in pure mathematics, and her Ph.D. in applied mathematics from Northwestern University. Her research focuses on the mathematical modeling of frontal polymerization, an area that resides at the intersection of chemical physics and applied mathematics and has applications in optical physics.. Dr. Devadoss is an assistant professor in the mathematics and computer science department.

Towson University

Roland Roberts, Ph.D.

Biological Sciences

Dr. Roberts joined the Department of Biological Sciences as an assistant professor. His research is in the area of molecular evolution and systematics, and he will be teaching a new course in biodiversity. Dr. Roberts earned his Ph.D. in plant biology at Louisiana State University and his M.S. and B.S. in biology from Southwest Texas State University. In his undergraduate and graduate careers, he won several awards for academic and teaching excellence.

Vincent Thomas, MFA

Dance

Mr. Thomas initially joined Towson University as a visiting professor. He brings to Towson a wealth of experience in modern dance and jazz, having been a company member for several years with the Liz Lerman Dance Exchange and choreographing several works performed in Maryland and Virginia. Mr. Thomas has previously taught at George Mason University, Florida State University, the Maryland Governor's School for the Arts, McLean High School, and at other schools and dance festivals. He received his masters of fine arts in dance from Florida State University in Tallahassee, Florida, and he has participated in numerous training workshops with the American Dance Festival. Mr. Thomas is one of only three African-American males employed in a full-time, nationally accredited dance department in the United States.

University of Maryland, Baltimore

Renee Hutchins, J.D.

Clinical Law

Ms. Hutchins is an assistant professor of law in the clinical law program at the School of Law. Professor Hutchins received her law degree from Yale Law School and earned a B.A. in mathematics from Spelman College. Previously she served as an acting assistant professor at NYU School of Law in the Lawyering Program, teaching a required first-year course. She has also served as clerk to a federal judge, as a public defense attorney, as a senior associate in a private law firm, and as an attorney for the U.S. Department of Justice. Her current scholarship focuses on the Fourth Amendment.

Michael A. Lindsey, Ph.D.

Social Work

Dr. Lindsey joined the faculty of the School of Social Work as an assistant professor. He graduated *cum laude* with a B.A. from Morehouse College and holds an M.S.W. from Howard University and an M.P.H. and Ph.D. from the University of Pittsburgh. Prior to joining the University of Maryland, Baltimore, Dr. Lindsey was a Kellogg Postdoctoral Fellow at the Bloomberg School of Public Health, the Johns Hopkins University. He arrived at UMB with clinical, teaching, and research experience, as well as a long list of fellowship awards and honors. While preparing his dissertation, he was a Health Disparities Scholar through the National Institute of Mental Health.

University of Maryland, Baltimore County

Dawn Bennett, Ph.D.

Mechanical Engineering

Dr. Bennett joined the Department of Mechanical Engineering as an assistant professor. Prior to accepting her position at UMBC, she served for several years as a research engineer in industry. Most recently, she worked on projects in microfluids that intersect with her areas of research. Dr. Bennett also taught applied thermodynamics, mathematics, and physics in Kenya through the International Foundation for Education and Self-Help. Dr. Bennett received her B.S. in mechanical engineering at Brown University, her M.S. in mechanical engineering from Duke University, where she received a Duke University Fellowship, and her Ph.D. from the New Jersey Institute of Technology. She holds a patent and has made numerous conference presentations.

University of Maryland, College Park

Angel David Nieves, Ph.D.

Archeology, Planning & Preservation

Dr. Nieves is an assistant professor of historic preservation in the school of architecture, planning and preservation. Dr. Nieves' research currently focuses on the relationship between Historically Black Colleges and Universities (HBCUs) and their surrounding communities. Dr. Nieves received his bachelor of architecture degree from Syracuse University, an M.A. in anthropology from Binghamton University, and a Ph.D. in architecture from Cornell University; he also holds two graduate certificates in women's studies, and his research has examined the role of African American women reformers on HBCUs. His dissertation is currently under review for publication at Duke University Press.

Angelisa Gillyard, Ph.D.

Business—Logistics

Dr. Gillyard's research focuses on career patterns of women in the field of logistics as well as on the impact of supply chain characteristics and logistic priorities on firm performance. Dr. Gillyard received her B.S. in mathematics from Spelman College, an M.S. in operations management from Georgia Institute of Technology, and a Ph.D. in business from the Ohio State University. Dr. Gillyard is one of very few women researching in the field of business logistics.

Continuing Welcome Fellows

Frostburg State University

Harlowe Hodges, M.F.A.

Visual Arts

Mr. Hodges earned his master of fine arts degree at the University of North Texas and has taught courses there and Texas State Technical College and Southern Arkansas University; he also served as artist in residence for Oklahoma public schools. He has had several solo exhibitions in Oklahoma, Texas, Arkansas, and Indonesia, and his work has been displayed at numerous other exhibitions and juried competitions, where his work was frequently honored. Mr. Hodges has commercial experience in this country and in Indonesia as a designer and as an advertising consultant.

Salisbury University

Darrell Mottley Newton, Ph.D.

Communication and Theatre Arts

Dr. Newton serves as an assistant professor in the Department of Communication and Theatre Arts. He earned his doctorate in communication arts at the University of Wisconsin-Madison and has taught there and at the University of Wisconsin branches at Whitewater and Parkside. He began his higher education career as a recruiter and advisor in the Health Careers Opportunity Program at the University of Wisconsin-Milwaukee in 1979 and has held other academic administration jobs as well. With his fellowship, Dr. Newton plans to continue his study of Black-themed programming within the British Broadcasting Co. and research a history of Blacks working within American public television.

Xiaohong (Sophie) Wang, Ph.D.

Computer Science

Dr. Wang now serves as a tenure-track assistant professor in the Department of Mathematics and Computer Science, where she conducts research on object-oriented programming and its application in scientific computing, a topic on which she has also published articles in peer-reviewed journals. Dr. Wang is also using her programming expertise to do collaborative research on environmental models to benefit the Chesapeake Bay. Before coming to Salisbury, she worked as a consultant in Canada and earned her master's degree and doctorate in computer science from the University of Victoria.

Jing "Jim" Quan, Ph.D.

Information and Decision Sciences

Dr. Quan is Assistant Professor in the Information and Decision Sciences Department. He received his doctorate in economics from the University of Florida in 1990 and holds an M.B.A. and a B.S. from Wuhan University in China. He has previously taught at Florida Atlantic University, Emory University, the University of Florida, and Wuhan University. Dr. Quan is the author of a number of scholarly articles and presentations on information economics and the impact of investments in information technology.

Towson University

Marianna Horea, Ph.D.

Kinesiology

Dr. Horea is currently an assistant professor in the College of Health Professions Department of Kinesiology. Her doctoral research, conducted at Texas Woman's University, was funded in part by a National Institutes of Health scholarship. She has published essays on osteoporosis and on dietary practices and female athletes, and her presentations have addressed osteoporosis and eating disorders. Dr. Horea earned a master of basic science degree in exercise science from the University of Colorado in Colorado Springs, where she was a research assistant with USA Swimming, and her bachelor's at the University of Miami.

University of Maryland, Baltimore

Michael Pinard, J.D.

Law

Prior to becoming an assistant professor in the School of Law Cardin/Clinical Law Program, Mr. Pinard served as faculty at the Washington University School of Law and at St. John's University School of Law and was a Robert M. Coover Teaching Fellow at Yale Law School. Before he began his teaching career, he worked in the New York City Office of the Appellate Defender and was a staff attorney with the Neighborhood Defender Service of Harlem. His current research focuses on the reassessment of the fourth amendment in the context of public school searches, and he has offered presentations on clinical law and published on judicial activism. Mr. Pinard earned his J.D. at New York University, where he was staff editor of *The Journal of International Law and Politics*.

Kimberly E. Walker, Ph.D.

Medical and Research Technology

Dr. Walker received her undergraduate degree in medical technology from the University of Maryland, Baltimore, where she is now an assistant professor in the Department of Medical and Research Technology. She earned her Ph.D. in microbiology and immunology from the Medical College of Virginia at Virginia Commonwealth University. Since then, she has held post-doctoral fellowships at the Center for Vaccine Development at the University of Maryland, Baltimore, at the Center of Marine Biotechnology in Baltimore, and in a combined University of Maryland Dental School/Morgan State University post. In 2000-2001, she was also an American Society for Microbiology Congressional Science Fellow, during which time she worked in the office of Senator Paul Wellstone on issues related to health care, biomedical research, genetic privacy, HIV/AIDS, and vaccines.

Rochelle Cunningham, M.D.**Medicine**

Dr. Cunningham is an assistant professor in the Department of Internal Medicine. After graduating with her M.D. from the University of Texas-Southwestern School of Medicine, Dr. Cunningham came to the University of Maryland for both her internal medicine residency and her nephrology fellowship. Since completing her fellowship, she has been attending on the Nephrology Transplant and Consult Services, caring for a large number of patients while teaching fellows, residents, and medical students and also continuing her research in transplantation medicine.

Clarence E. Foster, III, M.D.**Medicine**

Dr. Foster is an assistant professor in the Department of Surgery and the Director of Clinical Research in the Division of Transplantation. Prior to coming to the University of Maryland, he served as the Surgical Director of Renal Transplantation at Temple University School of Medicine, where he began the laparoscopic kidney donor program and performed the procedure. His research interests include tissue engineering of grafts and islet cell research, and he has published widely on these and other topics. Dr. Foster is a graduate of The Johns Hopkins University School of Medicine and once served as chief resident in general surgery at the University of Maryland, Baltimore.

Edward W. Kiggundu, M.D.**Medicine**

Dr. Kiggundu, an assistant professor in the Department of Radiation Oncology, graduated from Jefferson Medical College in Philadelphia. Dr. Kiggundu went on to an internal medicine internship at Yale-New Haven Hospital before completing his residency in radiation oncology with Harvard University Medical School at Massachusetts General Hospital in 2001. Before coming to the University of Maryland, he served as a Clinical Fellow at Beth Israel Deaconess Medical Center, which is also affiliated with Harvard Medical School. Dr. Kiggundu has been involved with research to establish the radiosensitivity of HIV-infected cells to X-rays, gamma rays, and chemotherapy, as well as being involved with medical student mentoring.

Kenneth Rogers, M.D.**Medicine**

Dr. Rogers was appointed as an assistant professor in the Department of Psychiatry in July 2002. After graduating from the University of South Carolina School of Medicine, he completed a general psychiatry residency at the UCLA Health Services Research Institute, where he also completed an M.S. in Health Services. Dr. Rogers served as an Academic Fellow at the Health Services Research Institute of the American Association of Medical Colleges. He has been actively involved with the Maryland Department of Juvenile Justice to develop assessment procedures for identifying mentally ill youth currently detained within the juvenile justice system. He received funding to develop a telepsychiatry evaluation and treatment clinic that will serve youth detained in Western Maryland and on the Eastern Shore. In addition, Dr. Rogers directs the Child Psychiatry Residency Training Program.

Eun-Shim Nahm, Ph.D.**Nursing**

Dr. Nahm received her Ph.D. from the University of Maryland School of Nursing, where she is now an assistant professor. Dr. Nahm also holds an M.S. in clinical gerontological nursing from the University of Hawaii and has served as information manager at the Johns Hopkins Geriatric Center. She has won numerous awards for her academic and scholarly work and is currently developing a proposal focusing on the Internet and health promotion of the elderly.

Elias Provencio-Vasquez, Ph.D.**Nursing**

Dr. Vasquez left Rutgers University, where he was an assistant professor in the College of Nursing and had been director of the Strengthening Families Program, to join the School of Nursing as an assistant professor. He is also currently a Robert Wood Johnson Foundation Fellow in substance abuse. He has numerous publications and regional, national, and international presentations, as well as many awards, including the March of Dimes Excellence in Perinatal Nursing Award and the United States Public Health Service Primary Care Policy Fellowship. In 1998-2000, he served as president-elect of the American Academy of Nurse Practitioners and from 2000 to 2002 as its president. Dr. Vasquez earned an M.S. in maternal-child nursing and a doctorate in nursing research from the University of Arizona.

Brenda Jones Harden, Ph.D.**Social Work**

Dr. Harden received her undergraduate degree from Fordham University College at Lincoln Center, a Master of Social Work from New York University, and a Ph.D. in Developmental/Clinical Psychology from Yale University. She is currently an assistant professor in the School of Social Work's advanced Clinical Concentration and Foundations of Human Behavior areas. She possesses a multi-disciplinary background but has remained focused on children at high environmental risk, particularly those in the child welfare system. Dr. Harden was selected to deliver the annual Louise Rainer Makofsky Lecture in Child Welfare.

Mitsuko Nakashima, Ph.D.**Social Work**

Dr. Nakashima, an assistant professor in the School of Social Work, holds a master of arts degree in American studies with a gerontology concentration, a master's in social work, and a doctorate in social work, all from the University of Kansas. Her undergraduate degree in American studies is from Nanzan University in Nagoya, Japan. Her research interests include aging, death and dying, spirituality, and cultural diversity in expressions of pain and spirituality. Dr. Nakashima has published articles and made presentations at national conferences on these topics, as well as on communication in health care work settings, and she has served as a teaching assistant for several years in courses related to these topics. She also has experience working as a social worker and consultant to nursing facilities and hospice care services.

Rachel Brewster, Ph.D.

Biological Sciences

Following a postdoctoral fellowship at the Carnegie Institute of Washington, Dr. Brewster joined the UMBC Department of Biological Sciences as an assistant professor. She has also served as an assistant professor at Haverford College and was one of only ten people awarded a fellowship by the United Negro College Fund (UNCF)/Merck Science Initiative on the basis of competitive proposals. Dr. Brewster's strengths are in neuroscience and genetics, and she will establish a laboratory to identify genes that control the folding of the neural tissue as it undergoes neurulation, the developmental process shaping the neural tube.

Michelle R. Scott, Ph.D.

History

Dr. Scott earned her undergraduate degree at Stanford, where she received highest departmental honors, and her master's and doctorate in U.S. history at Cornell University, where she was awarded several fellowships, including a Ford Foundation Dissertation Fellowship and a Smithsonian Institution Predoctoral Fellowship at the National Museum of American History. She has given numerous presentations at regional and national conferences, and her current research interests include blues literature, African American migration movements, and nineteenth- and twentieth-century U.S. social history.

Guenet Abraham, M.F.A.

Visual Arts

Prior to being hired as an assistant professor in the Department of Visual Arts, Ms. Abraham served as an adjunct professor at Maryland Institute, College of Art and at the Community College of Baltimore County, while she also worked as a freelance book and book cover designer. Her clients included Simon & Schuster, St. Martin's Press, and W. W. Norton, where she had previously served as a senior book designer. Her work has been recognized by the American Institute of Graphic Arts. Ms. Abraham earned her master of fine arts in graphic design from the Yale University School of Art, and her current work combines her interest in typography with history, specifically that of Eritrea and Ethiopia.

Renée Ater, Ph.D.

Art History

After having earned her doctorate while working at the Corcoran Museum of Art, Dr. Ater now serves as an assistant professor in the Department of Art History and Archaeology. Her publications, presentations, and lectures reflect her interest in African-American art from the eighteenth through twentieth centuries. Dr. Ater has taught many courses in introductory visual arts, African art, and American art at the University of Maryland, Baltimore County, the University of Maryland, College Park, and the Corcoran College of Art and Design. Among other awards, she received an American Council of Learned Societies/Henry Luce Foundation Dissertation Fellowship in American Art. Dr. Ater earned her bachelor's degree at Oberlin College and her M.A. and Ph.D. at the University of Maryland, College Park.

Yolanda V. Edwards, Ph.D.**Counseling and Personnel**

Dr. Edwards joined the Department of Counseling and Personnel Services as an assistant professor. Her research focuses on the role of technology in training of rehabilitation counseling and the computer competencies of rehabilitation counselors. Dr. Edwards's professional activities include working as Program Chair for the National Association of Multicultural Rehabilitation Concerns, the American Rehabilitation Counseling Association, and the American Counseling Association. Dr. Edwards has numerous publications in refereed journals.

Jaslean Joëlle La Taillade, Ph.D.**Family Studies**

Dr. La Taillade received her doctorate in clinical psychology at the University of Washington and was awarded a Ford Foundation Fellowship for her dissertation research. Dr. La Taillade has conducted research in the areas of African American couple relationships, domestic violence, couple therapy, and marital distress prevention. Dr. La Taillade's appointment as an assistant professor on the faculty of the Department of Family Studies at the University of Maryland, College Park expands the services the department can offer and enhances the education of aspiring therapists. In addition to practical expertise, she has published research on predictors of marital satisfaction in African American couples.

Luis A. Orozco, Ph.D.**Physics**

Dr. Orozco, a physicist and educator in the field of Atomic, Molecular and Optical Physics, joined the University of Maryland, College Park as a full professor. Dr. Orozco is an international leader in two areas of research: (1) laser cooling and trapping of short-lived, radioactive atomic isotopes and (2) cavity quantum electrodynamics. Dr. Orozco is a fellow of the American Physical Society and the recipient of both a Precision Measurement Grant from the National Institute of Standards and Technology and a Guggenheim Fellowship. Also, during his tenure at the Department of Physics and Astronomy at the State University of New York at Stony Brook, he received two Outstanding Teacher awards.

C. Seventeen-Year Roster of Welcome Fellows FY 1988-FY 2004

HIRING INSTITUTION	FELLOW	DISCIPLINE	AWARD YEAR
Frostburg State University	Harlowe Hodges, MFA	Visual Arts	2002
	Dr. Jean-Marie Makang	Philosophy, African American Studies	1998
	Dr. Gersham Nelson	History	1988
	Dr. Carole G. Parker	Business	2000
	Dr. Trina P. Redmond	Psychology	2001
	Dr. Baxter B. Wright	Social Work	2000
St. Mary's College of Maryland	Dr. LaVerne L. Brown	Chemistry	2001
	Dr. Iris Carter Ford	Anthropology-Sociology	1993
	Dr. Bessie Mgadugha	Chemistry	2004
Salisbury University	Edward Brown, MFA	Art	2004
	Divya Eve Devadoss	Math & Computer Science	2004
	Dr. Samuel Geleta	Biology	1999
	Dr. Darrell Mottley Newton	Communication & Theatre Arts	2003
	Dr. Anjali Pandey	English, Linguistics	2001
	Dr. Jing "Jim" Quan	Information & Decision Sciences	2003
	Dr. Xiaohong (Sophie) Wong	Mathematics and Computer Science	2002
Towson University	Dr. Marianna Horea	Kinesiology	2002
	Dr. Roland Roberts	Biological Sciences	2004
	Dr. Cyril A. Peebles	Management	1993
	Mr. Vincent Thomas	Dance	2004
	Dr. Ester Wangari	Women's Studies	1996
University of Baltimore	Jose F. Anderson, JD	Law	1994
	Dr. Lenneal Henderson	Government, Public Administration	1989
	Audrey G. McFarlane, JD	Law	1996
	Karen Nunez, M.B.A.	Business	1993
	Dr. Michelle Owens	Applied Psychology and Quantitative Methods	1998
	Dr. Benjamin Wright	Criminology	1991

HIRING INSTITUTION	FELLOW	DISCIPLINE	AWARD YEAR
University of Maryland, Baltimore	Surell Brady, JD	Law	1996
	Dr. Sandra E. Brooks	Medicine	1996
	Dr. Andrew Campbell	Medicine, Radiology	1993
	Antoinette Coleman	Social Work	1996
	Dr. Rochelle Cunningham	Internal Medicine	2003
	Dr. Myrtle A. Davis	Medicine	1994
	Dr. Vanessa Fahie	Nursing	1994
	Dr. Clarence E. Foster, III	Surgery	2002
	Dr. Brenda Jones Harden	Social Work	2003
	Dr. Lisa Horton	Medicine	1989
	Renee Hutchins, JD	Clinical Law	2004
	Dr. Edward W. Kiggundu	Radiation Oncology	2003
	Dr. Michael A. Lindsey	Social Work	2004
	Dr. Melissa B. Littlefield	Social Work	1999
	Dr. David H. Millis	Medicine	1995
	Dr. Mitsuko Nakashima	Social Work	2002
	Dr. Eun-Shim Nahm	Informatics & Gerontology	2003
	Thomas E. Perez, JD	Law	2001
	Dr. Angela F. Perry	Medicine	1994
	Dr. Janice M. Phillips	Medicine	1993
	Michael Pinard, JD	Law	2002
	Dr. Neil C. Porter	Medicine	1995
	Dr. Joyce Raisin	Physiological Nursing	1988
	Dr. Shawn Robinson	Medicine	1999
	Dr. Kenneth Rogers	Psychiatry	2003
	Dr. Yvette L. Rooks	Medicine	1996
	Dr. Rachel Wheeler Smith	Nursing Administration	1998
	Dr. Rodney J. Taylor	Medicine	2001
	Dr. Ashiwel Undie	Pharmacy	1995
	Dr. Elias Provencio-Vasquez	Nursing	2002
	Dr. Kimberly E. Walker	Medical & Research Technology	2002
	Dr. Dave E. Williams	Medicine	1995

HIRING INSTITUTION	FELLOW	DISCIPLINE	AWARD YEAR
University of Maryland, Baltimore County	Guenet Abraham, MFA	Visual Arts	2002
	Dr. Dawn Bennett	Mechanical Engineering	2004
	Dr. Rachel M. Brewster	Biological Sciences	2003
	Dr. Signithia Fordham	Education; Anthropology	1995
	Dr. Lisa Jordan	Human Serv. Psychology	1999
	Kim Lovely, M.F.A.	Graphic Design	1999
	Dr. Kibibi Mack-Shelton	African American Studies	1996
	Dr. Cheryl Miller	Political Science	1998
	Francis Nunoo-Quarcoo, MFA	Visual Arts	1993
	Dr. Michelle R. Scott	History	2002
University of Maryland, College Park	Dr. Renée Ater	Art History	2002
	Dr. Sandra Bass	Criminology	1999
	Dr. Alice Bonner	Journalism	2001
	Dr. Elsa Barkley Brown	History, Women's Studies	1996
	Dr. Donelda Ann Cook	Counseling & Personnel Services	1988
	Dr. Lory Dance	Sociology	1995
	Dr. Bonnie Thornton Dill	Women's Studies	1991
	Dr. Angelisa Gillyard	Business—Logistics	2004
	Dr. Rachel Grant	Education	1992
	Dr. Yolanda V. Edwards	Counseling & Personnel Services	2003
	Dr. Michael Harris	Chemical Engineering	1996
	Dr. Tracey P. Holoman	Chemical Engineering	1998
	Dr. Ollie Johnson III	Government, African- American Studies	1993
	Dr. Nicole King	English	1993
	Dr. Jaslean Joëlle La Taillade	Family Studies	2003
	Dr. Edward Montgomery	Economics	1990
	Dr. Angel David Nieves	Architecture, Planning, & Preservation	2004
	Dr. Jessica Gordon Nembhard	African-American Studies, Civil Society	2001
	Dr. Luis a. Orozco	Physics	2003
	Dr. Cleveland Page	Music	1992
	Dr. Daryll Pines	Mechanical Engineering	1995
	Dr. Kathryn Russell	Criminal Justice	1992
	Dr. Grace Harry-Belcher	Special Education	1989
	Dr. Mary Helen Washington	English	1990
	Dr. Linda F. Williams	Government	1991
	Dr. Earnest J. Wilson II	Government, African- American Studies	1992
	Dr. Ian O. Williamson	Management & Org.	2000

VII. THE WASHINGTON CENTER FOR INTERNSHIPS AND ACADEMIC SEMINARS

A. Program Description

FY 2004 Awards: \$76,000

The Washington Center for Internships and Academic Seminars is a 501(c)(3) nonprofit organization based in Washington, D.C., that for more than 25 years has been dedicated to providing undergraduates with high quality, carefully supervised internships in the nation's capital. The Washington Center has grants from nine states to provide outstanding students with scholarship funds that pay for program costs. The Center contributes its own funds—secured through corporate donations and participating agencies—to Maryland students to assist with the cost of housing in Washington, if the students opt to stay in Washington Center housing. Students must be able to receive academic credit from their home institution in order to participate. Student interns are placed in such places as the U.S. Department of Education, the Department of Transportation, and the Federal Bureau of Investigation.

Internships are awarded through a competitive application process, with some specialized internships requiring a high minimum grade point average or early application in order to complete security clearances. Participating students take at least one academic seminar while working approximately three-quarter time in the internship. They also attend breakfast seminars with Congressional leaders and are required to attend and complete assignments related to a speakers series that includes guests such as ambassadors and other governmental and business leaders. Campus liaisons work with Washington Center representatives to recruit appropriately qualified students.

Before FY 2000, no students from Maryland participated in Washington Center programs; by the end of FY 2004, approximately 90 had, with strongly supportive feedback received from both students and colleges. Participating students have come from Baltimore City Community College, Bowie State University, Frostburg State University, Hood College, Morgan State University, Salisbury University, St. Mary's College of Maryland, Towson University, the University of Maryland, Baltimore County, the University of Maryland, College Park, the University of Maryland Eastern Shore, and the University of Maryland University College. In FY 2004, each student scholarship award from the State grant was \$3,800, with the Washington Center contributing \$2,000 toward housing, when appropriate. The Washington Center anticipates that over 100 Maryland students will participate in its programs in the 2004-2005 academic year.

APPENDIX

SUMMARY OF FY 2004 GRANT AWARDS

MARYLAND HIGHER EDUCATION COMMISSION

Office of Grants FY 2004 Summary

Program	Improving Teacher Quality	College Preparation Intervention Program	GEAR UP	Health Personnel Shortage Incentive	Welcome	Diversity	Doctoral Scholars	Washington Center	Totals
Appropriation	\$1,081,514	\$815,929	\$695,470	\$406,872	\$200,000	\$180,000	\$60,000	\$76,000	\$3,515,785
Funding Type	Federal*	General**	Federal	Special	General***	General	General	General	
Institutional Grantees by Type									
Public Colleges & Universities									
University System of Maryland									
Bowie State University				\$7,130.74		\$6,000.00			\$13,130.74
Coppin State University	\$279,984.80	\$75,000.00				\$6,000.00			\$81,000.00
	partner with CSU, SU, BCCC; partner with CSU & SU								
Frostburg State University					\$5,000.00	\$4,000.00			\$9,000.00
Salisbury University	\$156,301.09	\$74,987.00		\$10,905.84	\$35,000.00	\$4,000.00			\$124,892.84
Towson University	partner with CND	\$145,653.00		\$15,519.85	\$25,000.00	\$15,000.00			\$201,172.85
University of Baltimore						\$7,000.00			\$7,000.00
University of Maryland, Baltimore		\$74,416.00		\$78,018.72		\$40,000.00			\$192,434.72
University of Maryland, Baltimore County	\$80,000.00				\$70,000.00	\$8,000.00			\$78,000.00
University of Maryland, College Park		\$62,000.00			\$40,000.00	\$70,000.00			\$172,000.00
University of Maryland Eastern Shore	\$70,000.00	\$40,000.00			\$25,000.00	\$6,000.00			\$71,000.00
subtotal	\$586,285.89	\$472,056.00		\$111,575.15	\$200,000.00	\$166,000.00			\$949,631.15
Other Publics									
Morgan State University				\$838.91		\$14,000.00			\$94,801.91
St. Mary's College of Maryland	\$79,963.00				\$10,000.00				\$10,000.00
subtotal	\$79,963.00			\$838.91	\$10,000.00	\$14,000.00			\$104,801.91
Independent Colleges & Universities									
College of Notre Dame of Maryland	\$150,000.00								\$150,000.00
Columbia Union College				\$7,550.20					\$7,550.20
Goucher College	\$80,000.00								\$80,000.00
Hood College	partner with VJC								
The Johns Hopkins University				\$78,018.72					\$78,018.72
Villa Julie College	\$170,000.00			\$24,328.42					\$194,328.42
subtotal	\$400,000.00			\$109,897.34					\$509,897.34
Nonprofit Organizations									
Regional Education Service Agency for Appalachian Maryland									
Southern Regional Education Board							\$60,000.00		\$60,000.00
Washington Ctr for Internships & Academic Seminars								\$76,000.00	\$76,000.00
subtotal							\$60,000.00	\$76,000.00	\$136,000.00

MARYLAND HIGHER EDUCATION COMMISSION

Office of Grants FY 2004 Summary

Program	Improving Teacher Quality	College Preparation Intervention Program	GEAR UP	Health Personnel Shortage Incentive	Welcome	Diversity	Doctoral Scholars	Washington Center	Totals
Community Colleges									
Allegany College of Maryland				\$21,392.23					\$21,392.23
Anne Arundel Community College				\$18,875.50					\$18,875.50
Baltimore City Community College	partner w/CSU, FSU, SU	\$111,247.00							\$111,247.00
Carroll Community College									
Cecil Community College				\$2,516.73					\$2,516.73
Chesapeake College				\$5,872.38					\$5,872.38
College of Southern Maryland		\$30,000.00		\$3,775.12					\$33,775.12
Community College of Baltimore County				\$13,003.12					\$13,003.12
Frederick Community College				\$16,358.76					\$16,358.76
Garrett College		\$58,212.00							\$58,212.00
Hagerstown Community College		\$60,000.00							\$60,000.00
Harford Community College				\$10,905.84					\$10,905.84
Howard Community College				\$8,808.57					\$8,808.57
Montgomery College				\$25,586.79					\$25,586.79
Prince George's Community College		\$84,444.00		\$7,969.65					\$92,413.65
Wor-Wic Community College				\$20,553.32					\$20,553.32
subtotal		\$343,903.00		\$155,618.01					\$499,521.01
Independent 2-year Colleges									
Hagerstown Business College				\$6,291.83					\$6,291.83
subtotal				\$6,291.83					\$6,291.83
Private Career Schools									
Johns Hopkins Hospital Schools of Medical Imaging									
Holy Cross Hospital School of Radiological Technology				\$838.91					\$838.91
Medix School				\$21,811.69					\$21,811.69
subtotal				\$22,650.60					\$22,650.60
GEAR UP Scholarship Trust			\$600,000						\$600,000.00
Grant Totals	\$1,066,248.89	\$815,959.00	\$600,000	\$406,871.84	\$210,000.00	\$180,000.00	\$60,000.00	\$76,000.00	\$3,415,079.73
MHEC Administration (grantee)	\$53,500.00		\$95,470.00						\$148,970.00

*An additional \$38,234.89 to be paid out in FY05

**Includes recycled funds from prior years

***Amount awarded includes recycled funds from prior year

Less ITQ FY 05 payment & Welcome recycled funds (\$10,000)=

\$3,564,049.73
\$3,515,815